



# Belmont Public School

## Behaviour Support and Management Plan



### Overview

Belmont Public School is committed to explicitly teaching and modelling positive behaviour, through Positive Behaviour for Learning (PBL), and 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 aims, key programs prioritised and valued by the school community are:

- PBL (Positive Behaviour for Learning)
- Student Wellbeing external programs (nsw.gov.au) including:
  - The Resilience Project
  - Life Skills Go (for the Support Unit)
  - Seasons for Growth
  - Top Blokes
  - Well-I-Am
  - Be You

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

Belmont 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 using evidence-based strategies to 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 all reported, and identified, student bullying behaviour.

### Partnership with parents and carers

Belmont Public School partners with parents/carers when developing and implementing student behaviour management and antibullying strategies. We do this by:

- inviting parent/carer and student feedback through formal and informal means, school surveys, consulting with the P & C and local AECG
- using concerns raised, informally and formally, through complaints procedures to review school systems, data and practices.

## School-wide expectations and rules

Respect	Responsibility	Safety
Show care and be considerate	Right place, right time	Move safely
First time every time	Everyone, everywhere, every time	Keep me to me
Take pride in your school	Make the better choice	Wear your hat
Play fairly	Wear school uniform with pride	Use equipment appropriately
Use manners	Move on the bell	Follow instructions
Wait your turn	Be ready to learn	Ask for help
Respect others' privacy	Be organised	Stop, walk, report
Move around the school quietly	Keep the school clean & tidy	

## 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 classroom expectations (through PBL lessons)
- establishing predictable routines and procedures that are communicated clearly to students through 'Daily Non-Negotiables'
- 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 with a consistent focus on explicit teaching
- effectively differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	PBL is an evidence-based framework that supports schools to develop a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for students.	All
Prevention	The Resilience Project	A mental health program building resilience through a whole school approach involving students, staff and parents.	All
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	<a href="#">National Week of Action (NWA)</a>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students K - 6
Prevention	Be You	A program designed to empower teachers to support the mental health and wellbeing of children and young people.	All
Prevention/ Early intervention	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> 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
Early Intervention	Got It! (Getting on Track In Time)	Delivered by the NSW Health Got It! Team this program delivers specialist mental health early intervention support for targeted students and their parents/carers.	Individual students K-2, parents/carers
Targeted intervention	<a href="#">Learning and Support</a> (LST)	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<a href="#">Attendance</a> support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers and to improve attendance.	Individual students, attendance co-ordinator/HSLO
Targeted / individual intervention	Seasons for Growth	This program builds resilience by supporting children and young people to develop knowledge, skills and attitudes to understand and manage experiences of change, loss and grief.	Individual students
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

## 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).

Belmont 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)
- 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. All behaviour concerns reported to school staff are taken seriously and all information and facts collected prior to appropriate action being taken (in accordance with DoE Student Behaviour Policy). 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.

### Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use the Belmont Public School Behaviour Management Matrix and Classroom Behaviour Tracking Steps (see Appendix 3 and 4) to determine the appropriate response and/or consequence and whether a behaviour is teacher managed or executive managed.

- **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 in the Wellbeing section. These include:

Yellow Level	Orange Level	Pink Level	Red Level
<ul style="list-style-type: none"> <li>• Warning</li> <li>• Rule reminder</li> <li>• Restating expectations</li> <li>• Redirection</li> <li>• Move on classroom behaviour tracking</li> <li>• Discuss with student-offer choice</li> <li>• Sort and talk with the relevant teacher</li> <li>• Walking with the teacher (playground)</li> <li>• Time-out in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Restating expectations</li> <li>• Move on classroom behaviour tracking</li> <li>• Redirection</li> <li>• Discuss with student-offer choice</li> <li>• Sort and talk with the relevant teacher</li> <li>• Walking with the teacher (playground)</li> <li>• Time-out in buddy class</li> <li>• Specified play area</li> <li>• Repeated instances of the same behaviour – Responsibility Room</li> <li>• Possible orange monitoring card</li> <li>• Parent contact – for repeated behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Restating expectations</li> <li>• Move on classroom behaviour tracking</li> <li>• Redirection</li> <li>• Discuss with student-offer choice</li> <li>• Time-out in buddy class</li> <li>• Time-out with executive staff</li> <li>• Time off the playground or out of a specific game</li> <li>• Repeated behaviour – may miss extracurricular activity</li> <li>• Responsibility Room</li> <li>• Possible Red Monitoring Card</li> <li>• Phone call to parent</li> <li>• Referral to ARCO for all racist incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Caution or Suspension in accordance with the DoE Suspension and Expulsion Policy and Procedures</li> </ul>

Belmont Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) and The Resilience Project consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We recognise that not all students are motivated in the same ways. Younger students may be more motivated by adult attention while older students may be more motivated by peer attention, activities or privileges. When learning new skills, students need frequent reinforcement and as they develop mastery respond to intermittent and/or 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.

<p style="text-align: center;"><b>Prevention</b></p> <p style="text-align: center;">Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p style="text-align: center;"><b>Early Intervention</b></p> <p style="text-align: center;">Responses to minor inappropriate behaviour</p>	<p style="text-align: center;"><b>Targeted/Individualised</b></p> <p style="text-align: center;">Responses to behaviours of concern</p>
<p>1. 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 rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk to the student or others. 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 reinforcers through class specific and the whole school PBL system.</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 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"> <li>• free and frequent (eg thumbs up)</li> <li>• moderate and intermittent (in class rewards/ PBL wheel)</li> <li>• significant and infrequent (PBL celebration days, GOLD reward)</li> </ul>	<p>3. Use direct responses e.g. rule reminder, re-teach, redirection, provide choice, restorative meetings. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes Wellbeing and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social and emotional learning lessons are taught through PBL and The Resilience Project.</p>	<p>4. Teacher records on School Bytes Wellbeing 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) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school's Learning and Support Team (LST) 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><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>
<p>Teacher contacts on HERO or phone calls home are used to communicate student effort to meet expectations. Spotlight awards for positive individual and class behaviour are given at weekly PBL and 5 weekly whole school assemblies.</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 (LST) 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 in the Wellbeing section. 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
- Responsibility Room, reflection and restorative practices (listed below)
- liaise with Learning and Wellbeing for additional support or advice
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, HERO message, email, 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](#).

## Responsibility Room, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to 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?
<b>Sort and Talk</b> – Time to discuss and sort out any issues that occur between students and either undertake restorative practices and decide on any further consequences.	Next day at either lunch or recess break	Assistant Principal	Documented on School Bytes in the Wellbeing section
<b>Reflection room</b> – a structured debriefing and planning after an incident or behaviour of concern with an individual student (reflection).	Next day at either lunch or recess break	Assistant Principal	Documented on School Bytes in the Wellbeing section
<b>Playground cards</b> – Orange card (play in a specified area for a predetermined number of days); Red Card (walk with a playground duty teacher for a predetermined number of days)		Assistant Principal	Documented on School Bytes in the Wellbeing section
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to 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 – individual or group.	Each break for a predetermined period of time	Assistant Principal	Documented on School Bytes in the Wellbeing section
<b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented on School Bytes in the Wellbeing section

## Review dates

Last review date: February 6: Day 1, Term 1, 2025

Next review date: February 2: Day 1, Term 1, 2026



## Appendix 1: Classroom Behaviour Tracking Steps

### Teacher Classroom Management Strategies:

During all class times teachers will use common classroom management strategies such as:

- Redirection
- Positive reinforcement
- Providing appropriate, differentiated and engaging learning activities
- Carefully considering classroom grouping and seating arrangements
- Proactive classroom supervision



All students start on Ready to Learn (green)

Students move up when they are making good choices (positive) or down when they are not making good choices (negative) the chart.

Not Making Good Choices (negative)

Making Good Choices (positive)



Make a Better Choice (yellow)

Continuing to make choices outside PBL expectations - the teacher will give the student a warning stating the choice that they would like them to make. Move the students name to Make a Better Choice.



Role Model (aqua)

Students consistently making positive behaviour choices can be moved to Role Model at any time during the day. Remember to acknowledge the behaviour that has led to this and give them a 'ticket'.



Consequence – In Class (dark orange)

If a student continues to make choices outside PBL expectations the teacher will give the student an in-class consequence such as:

- Moving to another place in the classroom
- Time out in the classroom

Remember to restate the desired behaviour choice. Move the students name to Consequence – In Class.



Spirit Student (purple)

Students consistently making outstanding behaviour choices can be moved to Spirit Student at any time during the day. Remember to acknowledge the behaviour that has led to this and give them a 'ticket'. These are the students who are great to send to 'Milkshake Mystery Day'



Consequence – Out of Class (red)

If a student continues to make choices outside PBL expectations after a consequence in class they will go to a Buddy Class, AP or office. They will spend some time during lunch or recess with the teacher and for repeated incidents be referred to Planning Room. Move the students name to Consequence – Out of Class.

## Appendix 2: BPS PBL – Expectations and Desired Behaviours Matrix

*Be calm, consistent, timely, respectful and private*

**Mission Statement:** At Belmont Public School we promote a positive school environment where students consistently demonstrate safety, responsibility, and respect.

Non-Classroom Settings										
Expectation	All Settings	Playground	COLA	Canteen	Hall	Assembly	Transitions	Office	Toilets	Entry/Exits
<b>Respect</b>	<ul style="list-style-type: none"> <li>First Time Every Time</li> <li>Take Pride in Your School</li> <li>Show Care and Be Considerate</li> </ul>	<ul style="list-style-type: none"> <li>First Time, Every Time</li> <li>Use your Manners</li> <li>Play Fairly</li> </ul>	<ul style="list-style-type: none"> <li>First Time, Every Time</li> <li>Use your Manners</li> <li>Play Fairly</li> </ul>	<ul style="list-style-type: none"> <li>Wait Your Turn</li> <li>Be considerate</li> <li>Use your Manners</li> </ul>	<ul style="list-style-type: none"> <li>First Time Every Time</li> <li>Use Your Manner</li> <li>Stop, Look, Listen</li> </ul>	<ul style="list-style-type: none"> <li>Show Pride</li> <li>Stop, Look, Listen</li> <li>Applaud Sensibly</li> </ul>	<ul style="list-style-type: none"> <li>First Time Every Time</li> <li>Move Quietly</li> <li>SHARP Lines</li> </ul>	<ul style="list-style-type: none"> <li>Wait Your Turn</li> <li>Be considerate</li> <li>Use your Manners</li> </ul>	<ul style="list-style-type: none"> <li>Flush the Toilet</li> <li>Respect Other's Privacy</li> <li>Clean Up</li> </ul>	<ul style="list-style-type: none"> <li>First Time Every Time</li> <li>Use Your Manners</li> <li>Show Care and Be Considerate</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Right Place, Right Time</li> <li>Make the Better Choice</li> <li>Wear Uniform with Pride</li> </ul>	<ul style="list-style-type: none"> <li>Right Place, Right Time</li> <li>Move on the Bell</li> <li>Stop, Walk, Report</li> </ul>	<ul style="list-style-type: none"> <li>Right Place, Right Time</li> <li>Move on the Bell</li> <li>Stop, Walk, Report</li> </ul>	<ul style="list-style-type: none"> <li>Be Organised</li> <li>Buy Only for Yourself</li> <li>Stop, Walk, Report</li> </ul>	<ul style="list-style-type: none"> <li>Participate</li> <li>Enter &amp; Exit Quietly</li> <li>Clean the Space</li> </ul>	<ul style="list-style-type: none"> <li>Enter &amp; Exit Quietly</li> <li>Show Patience</li> <li>Make the Better Choice</li> </ul>	<ul style="list-style-type: none"> <li>Right Place, right time</li> <li>Move on the Bell</li> <li>Collect Belongings</li> </ul>	<ul style="list-style-type: none"> <li>Right Place, Right Time</li> <li>Enter &amp; Exit Quietly</li> <li>Be Patient</li> </ul>	<ul style="list-style-type: none"> <li>Use, Flush, Wash &amp; Leave</li> <li>Make the Better Choice</li> <li>Right Place, Right Time</li> </ul>	<ul style="list-style-type: none"> <li>Right Place, Right Time</li> <li>Make the Better Choice</li> <li>Stick to the Paths</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>Move Safely</li> <li>Keep Me to Stop, Walk, Report</li> </ul>	<ul style="list-style-type: none"> <li>Keep me to me</li> <li>Wear Your Hat</li> <li>Use Equipment Appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Keep me to me</li> <li>Walk</li> <li>Use Equipment Appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Keep Me to Me</li> <li>Walk</li> <li>Line Up</li> </ul>	<ul style="list-style-type: none"> <li>Follow Instruction</li> <li>Walk</li> <li>Return Equipment</li> </ul>	<ul style="list-style-type: none"> <li>Keep Me to Me</li> <li>Walk</li> <li>Care for your Chair</li> </ul>	<ul style="list-style-type: none"> <li>Keep Me to Me</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Keep me to me</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Wash Your Hands</li> <li>Walk</li> <li>Keep Games &amp; Food Outside</li> </ul>	<ul style="list-style-type: none"> <li>Keep me to me</li> <li>Walk</li> <li>Cross at the Crossing</li> </ul>

# Appendix 3: BPS Behaviour Management Matrix

Be calm, consistent, timely, respectful and private

	Negative - Orange	Negative - Pink incidents	Negative (Exec level decision)	
<b>Negative - Yellow</b>	<ul style="list-style-type: none"> <li>• Annoying others</li> <li>• Calling out, interrupting others</li> <li>• Deliberately interfering with a game</li> <li>• Disrespecting others' property</li> <li>• Disrupting the learning of themselves and others</li> <li>• Inappropriate language/comments intentionally Excluding others</li> <li>• Littering</li> <li>• Low level swearing eg in a game</li> <li>• Obstructing the learning of others eg turning off computers, writing on work</li> <li>• Rude or disrespectful gestures eg eye rolling</li> <li>• Spitting on the ground</li> <li>• Taking another student's hat</li> <li>• Taking things without permission</li> <li>• Teasing</li> <li>• Late to class/lines</li> <li>• Loitering around the toilets</li> <li>• Not being in the right place at the right time</li> <li>• Not following instructions</li> <li>• Off task behaviour – relating to self</li> <li>• Refusing to attempt work or participate in activities</li> <li>• Spraying others with water from bottles or bubblers</li> </ul>	<ul style="list-style-type: none"> <li>• Continued chewing of gum despite warnings</li> <li>• Damaging property (graffiti)</li> <li>• Deliberate misuse of toilet paper</li> <li>• Disturbing others in the toilet</li> <li>• Inappropriate comments</li> <li>• Inappropriate gestures</li> <li>• Inappropriate noises</li> <li>• Inciting anti-social behaviour</li> <li>• Intimidation – verbal and/or physical</li> <li>• Threatening others</li> <li>• Using language and/or gestures of a sexual nature</li> <li>• Using mobile/tech at school</li> <li>• Using words to intentionally harm</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour designed to humiliate and/or embarrass (eg 'dacking')</li> <li>• Bullying (ongoing behaviour)</li> <li>• Continued intimidation – verbal and/or physical</li> <li>• Cyberbullying</li> <li>• Deliberate destruction of school/others property (eg graffiti)</li> <li>• Discriminatory language</li> <li>• Offensive language towards another student, member of staff or community member</li> <li>• Racism – refer to ARCO</li> <li>• Spitting at another person</li> <li>• Stealing</li> <li>• Swearing at another person</li> </ul>	<p>Please notify relevant executive staff via SchoolBytes</p> <p>Repeated incidents of behaviour may result in a formal caution and/or suspension.</p> <p>The following grounds for suspension may result in a formal caution and/or suspension (in line with DoE Suspension and Expulsion Policy):</p> <ul style="list-style-type: none"> <li>• Continued/persistent disobedience and/or disruptive behaviour</li> <li>• Malicious damage to or theft of property</li> <li>• Verbal abuse</li> <li>• Bullying and/or cyber-bullying</li> <li>• Mis-use of technology</li> <li>• Discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity</li> </ul> <p>An immediate suspension may be given depending on the severity of the behaviour incident (in line with DoE Suspension and Expulsion Policy). Grounds for consideration of immediate suspension:</p> <ul style="list-style-type: none"> <li>• Being in possession of, uses or supplies tobacco vaping devices, alcohol and e-cigarettes</li> <li>• Being in possession of, uses or supplies a suspected illegal/restricted substance</li> <li>• Being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms</li> <li>• Using an implement as a weapon</li> <li>• Seriously threatening or engaging in physically violent behaviour</li> <li>• Engaging in serious criminal behaviour related to the school</li> <li>• Engaging in sexual harassment, sexual assault, or other sexualised behaviour that may pose a risk of, or has caused physical, psychological or emotional harm to others</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Continued disruptive and non-compliant behaviour</li> <li>• Interrupting the learning of others</li> <li>• Not putting mobile phone in the office</li> <li>• Refusal to comply</li> <li>• Refusing to go to class</li> <li>• Continued spraying others with water from bottles or bubblers</li> </ul>	<ul style="list-style-type: none"> <li>• Criminal behaviour (stealing, vandalism, smoking, vaping etc)</li> <li>• Displaying or sharing inappropriate topics/content</li> <li>• Inappropriate use of technology (racial, sexual, violence)</li> <li>• Persistent/severe disobedience</li> </ul>		
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Absconding from class (leaving the classroom without permission)</li> <li>• Continually taking hat off during games</li> <li>• In classrooms, hall, library or the sports shed without adult supervision</li> <li>• Physical aggression causing minor injury/pain (lack of intent)</li> <li>• Pushing and shoving resulting in injury</li> <li>• Riding a bike or scooter through the school grounds</li> <li>• Rough play resulting in injury</li> <li>• Throwing/kicking an object aggressively (not at a person)</li> <li>• Unsafe use of equipment (own and school)</li> </ul>	<ul style="list-style-type: none"> <li>• Absconding from school (leaving the school without permission)</li> <li>• Inappropriate touching</li> <li>• Fighting</li> <li>• Inciting violence or unsafe behaviours in others</li> <li>• Physical aggression with intent – may cause injury or pain</li> <li>• Throwing/kicking an object with intent (at a person)</li> <li>• Throwing/kicking/tipping over furniture</li> <li>• Using an object as a weapon</li> </ul>		
<b>Safety</b>	<ul style="list-style-type: none"> <li>• Climbing trees, swinging in trees</li> <li>• No hat in wrong area</li> <li>• Out of bounds</li> <li>• Playing before the morning bell</li> <li>• Playing in toilets</li> <li>• Pushing and shoving not resulting in injury</li> <li>• Rough play eg ankle tapping, shoulder barging</li> <li>• Running on concrete</li> <li>• Sliding/standing/jumping on the silver seats</li> <li>• Swinging on chair</li> <li>• Throwing/kicking an object in the room without intent</li> <li>• Unsafe play on or near equipment</li> <li>• Warning</li> <li>• Reiterate expectations</li> <li>• Move on classroom behaviour tracking (faces)</li> <li>• Discuss with the student</li> <li>• Sort and Talk (relevant classroom or playground teacher – at the time or just after)</li> <li>• Walking with a teacher</li> <li>• Time-out in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Reiterate expectations</li> <li>• Move on classroom behaviour tracking (faces)</li> <li>• Discuss with the student</li> <li>• Time-out in a buddy class</li> <li>• Time-out with executive staff</li> <li>• Time off the playground or out of a game</li> <li>• Miss extracurricular activity</li> <li>• Responsibility Room - parent will be contacted by email</li> <li>• Sort and Talk in Responsibility Room</li> <li>• Possible Red Monitoring Card</li> <li>• Phone call to the parent may be made</li> </ul>		
<b>Possible Outcomes</b>	<ul style="list-style-type: none"> <li>• Reiterate expectations</li> <li>• Move on classroom behaviour tracking (faces)</li> <li>• Discuss with the student</li> <li>• Sort and Talk (relevant classroom or playground teacher – at the time or just after)</li> <li>• Specified area to play</li> <li>• Walking with a teacher in the playground</li> <li>• Time-out in the classroom or a buddy class</li> <li>• Repeated instances of same behaviour – Responsibility Room</li> <li>• Possible Orange Monitoring Card</li> <li>• Parent may be contacted – based on repetition/severity of behaviour</li> </ul>			

## Appendix 4: Bullying Response Flowchart

