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BEHAVIOURAL SUPPORT AND MANAGEMENT PLAN

***STRENGTH THROUGH UNITY***

# Promoting and Reinforcing Positive Student Behaviour and School-Wide Expectations

## Overview

Brisbane Water Secondary College – Umina campus is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. We encourage our student to connect, succeed to thrive and learn skills to navigate through life, facing new challenges and hurdles with optimism and growth mindset.

By providing a safe and nurturing environment, and working with the student individual talents and strengths, we hope to build resilience and self-efficacy for our students. Through community services and proactive citizenship, we encourage lifelong and commit to equipping our students for several different future pathways.

## Brisbane Water Secondary College – Umina Campus believe:

* Everyone can learn and has the right to learn.
* Learning should be valued, respected, and celebrated.
* Students who are life-long learners understand the learning process.
* Students should be given autonomy and responsibility in their learning.
* Students should be taught using the latest teaching and learning practices.
* Teachers make a difference.
* Positive relationships between teachers, students and parents are based upon mutual respect.
* Teachers and students need to be committed to the continuous improvement of their work.
* Teachers should have access to quality training and development.
* Learning occurs best in an environment where positive aspirations and a sense of wellbeing nurtured.
* Learning occurs best when high standards of achievement are seen and expected.
* Students should have access to and participate in a wide range of sporting, cultural, citizenship and social activities.
* The College should be actively involved in its community through participation in community celebrations, volunteer work and the world of work.
* Students succeed where teachers, parents and student support and communicate with each other
* Student self-esteem is achieved when they take pride in their work, their appearance and environment.

# Promoting and Reinforcing Positive Student Behaviour and School-Wide Expectations

Numerous programs and workshops run throughout the year to assist students to develop positive emotions, engagement, relationships, meaning and purpose, accomplishment and personal health. We also encourage a fruitful and cooperative partnership with home to assist every child in the very best way we can.

The 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.

BWSC Umina campus aims to provide students with a high-quality education in an adult learning environment. Our processes are founded on the idea that all students must accept responsibility for ensuring that their behaviour never interferes with the rights of others.

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

* Restorative Practice
* Classroom Routines and Structures
* Social emotional wellbeing and health programs
* Targeted Learning Programs
* Explicit teaching of School Values
* Explicit teaching of AIM goals and expectations
* Explicit teaching of Attendance requirements

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

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

## Partnership with parents and carers

At BWSC Umina campus we have a strong partnership between schools, parents, and carers to support the academic and social development of students. By establishing open and ongoing communication, we can work together to ensure a consistent and effective approach to managing student behaviour. Regular communication, through meetings, newsletters, and digital platforms with parents and carers, allows both parents and educators to share insights into the child’s progress and any challenges they may face. This collaborative relationship helps identify any behavioural concerns early, promotes shared strategies for addressing them, and ensures that students receive the necessary support both at school and at home. When parents and carers are actively engaged, students are more likely to feel supported and motivated, leading to improved behaviour and overall wellbeing. Through this partnership, we create a positive learning environment where students can thrive both academically and socially. We do this by:

* inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school’s P & C Association and local AECG
* using concerns raised through complaints procedures to review school systems, data and practices.
* Hosting Community events within the school setting, for example, Open hour, Parent/teacher nights, Meet the Team event, Aboriginal afternoon tea meet and greet, Musicals, Night upon the Stairs.
* Presentation Evenings for sporting and academic achievements, as well as Deadly awards.

## School-wide expectations and rules

At our school, we uphold three core expectations that guide student behaviour: Respect, Commitment, and Relationships. These values are the foundation of a positive and supportive school community, where each student is encouraged to thrive. By reinforcing these expectations, we create an environment where students feel valued and are empowered to contribute positively to the school community. By partnering with parents and carers, we ensure that these values are consistently upheld both at school and at home, supporting students’ growth and development in all aspects of their lives.

**To be respectful, responsible, resilient learners.**

|  |  |  |
| --- | --- | --- |
| Respectful | Commitment | Relationships |
| Be kind and value others | Listen Attentively | Arrive at class on time and greet your teacher |
| Use appropriate language | Be equipment ready | Care for each other |
| Work co-operatively | Phone off locked and away | Overcome challenges |
| Accept differences | Do my best | Be aspirational, be your best |

## 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 (nsw.gov.au)](https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/behaviour-code-for-students)

## Whole school approach across the care continuum

At our school, we have embedded a whole-school approach across the care continuum to support student wellbeing and promote positive behaviour. This approach ensures that every aspect of student life is considered, from academic learning to emotional and social development. We work collaboratively with parents, carers, and external support services to create a safe and nurturing environment where students feel valued and supported. Our commitment to wellbeing extends beyond just managing behaviour; it involves proactively fostering resilience, emotional intelligence, and a sense of belonging. By integrating this approach into all areas of school life, from classroom activities to extracurricular programs, we ensure that students receive consistent, holistic support. This helps to reinforce positive behaviour, encouraging students to make healthy, respectful choices both at school and in their communities. Ultimately, this comprehensive support system helps students develop the skills and mindset necessary for success, fostering their growth into well-rounded, responsible individuals. Behaviours of concern can include bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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:

* 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
* actively supervising 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.

**Principal and Deputy Principals**

The Principal oversees the Campus wellbeing, behavioural supports and management systems. The Deputy Principals implement the system and work with a specific year group/Team to support student learning, behavioural needs and wellbeing.

**Head Teacher Wellbeing**

Ensures that all personnel are aware of and informed of procedures relating to wellbeing matters. Duties include co-ordinating the Wellbeing Team and leading the Learning and Support Team Meetings, professional learning for staff in mental health and positive education and leading groups and training for students. Organises the creation and completion of Access Requests for students requiring additional support or funding.

**Classroom Teachers**

Each teacher holds primary responsibility for the learning of every student in the class.

**Learning and Support Team**

The school learning and support team plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met. The team:

* supports teachers in identifying and responding to the additional learning needs of students.
* facilitates and coordinates a whole school approach to improving the learning outcomes of every student.
* coordinates planning processes and resourcing for students with disability and additional learning and support needs.
* designs and implements the supports required to build teacher capacity so that all students access quality learning.
* develops collaborative partnerships with the school, parents and carers, other professionals, and the wider school community

**Team Leaders**

Team Leaders are responsible for leading teaching and learning, engagement, behaviour and wellbeing of students in their team.

**Assistant Team Leaders**

Assistant Team Leaders are responsible for the pastoral care and guidance of students within their team, to encourage and support individuals and to promote and develop a cohesive atmosphere within the team group. Assistant Team Leaders are happy to discuss attendance, relationships and wellbeing with parents/carers.

**Careers Adviser**

The Careers Advisers assists students to explore all possible careers, direct the students’ review of job possibilities and give students information on the training necessary to achieve the career they want. Careers Advisor can source courses and work experience for students in Year 9.

**Learning and Support Teacher**

The Learning and Support Teacher provides direct and timely specialist assistance to students in mainstream classes with disability and additional learning and support needs and their teachers. Their work emphasises:

* the needs of individual students.
* school priorities, and
* evidence-based programs to assist students with additional learning and support needs.

Learning and support teachers use a collaborative and consultative approach so that students themselves and their parents and carers are actively involved in decision-making.

**Student Support Officer**

Student Support Officer support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. SSOs work closely with the school counselling service and the school’s wellbeing team.

**Student Learning and Support Officer**

Student Learning and Support Officers works under the direction and supervision of the classroom teacher. They provide assistance to students with disability and additional learning and support needs enrolled in support classes and students requiring support in the mainstream setting. They can provide assistance with:

* school routines.
* classroom activities, and
* the care and management of students with disability and additional learning and support needs.

**Head Teacher Teaching and Learning**

Head Teacher Teaching and Learninghas a role in providing broad based support to students on both the aimed at helping students through identifying learning needs and coordinating resources for academic support. Special programs, including targeted tutoring, are often organised, to provide ongoing support for these students.

Care ContinuumA blue and white rectangular banner

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There are different entry points for each student depending on their level of need. An intervention can begin at prevention or at any other point across the continuum. The care continuum is designed to be used in both directions where it is relevant to the needs of the student or class. Some strategies may span across the continuum where relevant.

|  |  |  |  |
| --- | --- | --- | --- |
| Care Continuum | Strategy or Program | Details | Audience |
| Prevention/ Early / Targeted / & Individual intervention | [Restorative Practice](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices) | Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations. | Staff, students 7-9, families |
| Prevention | Pancake Breakfast  Lunch  Recess | Local Church does this complimentary once a fortnight to create community and fee students. Toasties and lunch items during one break, as well as, muesli bars, popcorn etc for the other break. | Whole School |
| Prevention | AIM Lessons | The development of self-management skills enables students to take personal responsibility for their actions and emotions. As well as enable them with skills to achieve in the world beyond school. | Students 7-9 |
| Prevention | [PDHPE curriculum](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe) | The development of self-management skills enables students to take personal responsibility for their actions and emotions. | Students 7-9 |
| Prevention / Early Intervention / targeted / individual | Australian eSafety Commissioner [Toolkit for Schools](https://www.esafety.gov.au/educators/toolkit-schools) | 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 cyber-bullying incidents. | Students 7-9, staff, families |
| Prevention | Communication with parents | To increase parent’s understanding of how our school addresses all forms of behaviour. | Staff, students 7-9, families |
| Prevention | [National Week of Action Against Bullying and Violence (NWA)](https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying/educators/national-day-of-action) | Our school participates in the annual (NWA) –each year. | Staff, students 7-9 |
| Prevention | Transition Year 6 into 7  Transition 9 into 10 | Focusing on a safe and successful movement from primary to high school. College School focus from middle school to senior campus | Incoming Year 7 students and outgoing Year 9 students |
| Prevention | Social Skills and Peer Support Programs run by SSO | Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs. | Students 7 and 8, and co-ordinators |
| Prevention | Explicit teaching and modelling of specific skills including behaviour expectations and social skills | Rules and expectations  Whole school assemblies and year group assemblies with expectations outlined  Assistant Team Leader classroom visits  Recording and responding to wellbeing matters on Sentral  Whole school and Team rewards | Whole School |
| Prevention | Class based systems of expectations and positive reinforcements | Lining up  Equipment ready  Learning Intention/Success Criteria  Phone expectations | Whole School |
| Prevention | High Quality Differentiation | Individual Education Plans  Behaviour Response Plans  Individual behaviour support plans  Targeted classes  LaST  SLSOs  SSOs | Whole School |
| Prevention / Early intervention | [Student support officer](https://education.nsw.gov.au/schooling/school-community/student-support-officers) | Supports the implementation of the school’s approach to wellbeing. | Student 7 - 9 |
| Early Intervention | Team around the School | Learning and Wellbeing Officers  APLAS  HSLO  ACLO  Behavioural Specialist | Individual students |
| Early Intervention | Learning Support Team Meetings | Weekly meetings involving Deputy Principals, HT Wellbeing, School Psychologists and other staff necessary for student support ie, SSO/Careers | Individual students, families and staff |
| Targeted / individual intervention | [Learning and Support](https://education.nsw.gov.au/schooling/parents-and-carers/inclusive-learning-support/high-school/how-your-child-can-be-supported-in-high-school/school-learning-and-support-team) Teacher | The LaST works with teachers, students and families to support students who require personalised learning and support. | Staff, individual students 7-9, families |
| Targeted / individual intervention | Targeted Tutoring | Specialist Tutors test and track results from Literacy and Numeracy specific programs run within the school time. | Individual students 7-9 |
| Targeted intervention | Check In Check Out (CICO) | For students who exhibit low level behaviours of concern. | Individual students 7-9, |
| Targeted intervention | Leadership programs | These include Student Representative Council, library and peer mentors. | Students 7-9 |
| Targeted intervention | Mediation | Mediation between students/staff and students/students to resolve social conflicts directed by DP and facilitated by DP or HT Wellbeing | Students 7-9 |
| Targeted intervention | Classroom management | Call parent/carer  Behaviour monitoring cards  Student Services Hub  Transition  Seating plans  Playground extraction  Team structure Targeted classes  Silent reading/writing  Behaviour support plans  ILSP  PLP  Reflection Times  Reward systems  Differentiation  Mentor programs  Counsellor and Aboriginal Education Officer  Police Liaison officer  LaST  ARCO  SLSO  Access Requests  Partial attendance  Health Care Plans  RMP | Individual Students 7-9 |
| Individual intervention | [Specialised](mailto:https://www.ryss.com.au/) Class Placement | Individual students identified through Access Request and Panel discussion. Supported individualised learning. | Individual students 7 - 9 |
| Individual intervention | [RYSS](mailto:https://www.ryss.com.au/) | Provide support to vulnerable children, young people and families to stop problems escalating and to reduce the likelihood of children and young people entering or remaining in child protection and out-of-home care. | Individual students 7 - 9 |
| Individual intervention | Monitoring Card | A period on a Monitoring Card to change a pattern of behaviour. | Students 7-9 |
| Individual intervention | [Attendance](https://education.nsw.gov.au/schooling/school-community/attendance-matters-resources-for-schools) monitoring | Address barriers to improve attendance and set growth goals. Attendance monitoring card for period-by-period attendance improvement. | Students, ATL/TL/HT Wellbeing |
| Individual intervention | School Counsellor | Address barriers to improve mental health, attendance and behaviour barriers to learning. | Students, ATL/TL/HT Wellbeing |
| Individual intervention | Police Youth Liaison Officer | When required to educate, support and counsel students in better choices and also parents/carers when needed. | Individual students 7 - 9 |
| Individual intervention | [Individual behaviour support planning](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/planning-behaviour-support-for-individual-students/How-do-I-plan-for-behaviour-support) | This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans. | Students, parent/carer, LaST, HT Wellbeing/DPs |

### 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.

### Our staff at BWSC Umina campus 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, as well as another student.

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 their year advisor or 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, where there is a clear and close connection between the school and students’ conduct.

### Preventing and responding to behaviours of concern

* Planned responses to behaviour that does not meet school expectations are either teacher or executive or Senior executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive or Senior executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.
* **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.
* **Senior Executive managed –** Major behaviours of concern or ongoing disruption/non-compliance.

Corrective responses by teachers may include:

* rule reminder
* re-direct, offer choice or error correction
* prompts
* reteach
* seat change/play or playground re-direction
* stay in at break to discuss/complete work/walk with teacher
* conference
* detention, reflection and restorative practices
* communication with parent/carer

BWSC Umina campus employs a range of strategies and systems to explicitly teach, acknowledge, and reinforce positive student behaviour and behavioural expectations. These include:

| **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 of concern are executive managed** |
| --- | --- | --- |
| 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. | 1. Refer to school-wide expectations. | 1. Contact TL to seek help if there is ongoing concern. Otherwise notify executive/senior executive ASAP if behaviour is a risk to health and safety. |
| 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 e.g.  Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. | 2. TL/DP/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 Sentral. | 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. TL/DP collects information and reviews the incident from multiple perspectives to determine the next steps. TL/DP/CT to record Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension. |
| 4. Social-emotional learning lessons are taught (AIM lessons and SSO programs) during wellbeing lessons. | 4. Teacher records on Sentral by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school’s anti-racism contact officer (ARCO) or anti-bullying co-ordinator. | 4. Refer to the school’s Learning Support Team 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 |
| Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Sentral.  Student awards for positive behaviour are given assemblies. Student awards for Respect, Commitment and Relationships are given each day. When five tickets are received, they go into the draw at DP office for a canteen voucher. Parent/carer post cards sent home reinforcing positive values observed. | Teacher contacts parents by phone or email when a range of corrective responses have not been successful.  Individual planning and referral to Learning Support Team may  be discussed. | Parent/carer contact is made by TL/HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School. |

### Responses to serious behaviours of concern

Responses to serious behaviours of concern, including instances where students display bullying behaviour, are carefully documented on the Sentral platform. This ensures a consistent and systematic approach to managing and addressing such behaviours. Records on Sentral may include detailed accounts of the incident, the individuals involved, and any immediate actions taken. Additionally, they may outline follow-up measures, such as communication with parents and carers, referrals for further support or intervention, and the implementation of restorative practices or behavioural improvement plans. This thorough documentation helps to track patterns, ensures accountability, and facilitates a collaborative approach between school staff, parents, and external support services to address and resolve behavioural concerns

* effectively.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
* detention, reflection and restorative practices
* liaise with [Team Around a School](https://education.nsw.gov.au/inside-the-department/directory-a-z/team-around-a-school) for additional support or advice
* communication and collaboration with parents/carers (phone, email, parent portal, meeting, Sentral messaging)
* formal caution to suspend, suspension or expulsion.
* Use of debriefing sheet with staff
* Crisis Management Process – ED Support
* Completion of Restraint Register if needed

The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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 procedure](https://education.nsw.gov.au/policy-library/policies/staff-only/pd-2013-0454-05); [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and Suspension and expulsion procedures

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](https://www.esafety.gov.au/report) and reporting links for most sites, games and apps can be found at the [eSafety](https://www.esafety.gov.au/key-issues/esafety-guide) Guide.

## Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned 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? |
| Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime 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 (detention) | Next break | CRT, TL, HT and DP | Sentral |
| Restorative practice – [peer mediation](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/restorative-practices/peer-mediation), [circles](https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/Circles.pdf) or restorative conversations in groups | Scheduled as soon as all involved are available | ATL/HT Wellbeing | Sentral |

## Review dates

Last review date: Beginning of Term 2 2025

Next review date: Beginning of Term 4 2025

### Appendix 1: Behaviour management flowchart

**Behaviour of concern**

Manage it at teacher level

De-escalate the situation by *calmly*:

* Correcting the behaviour
* Identifying student need
* Ensuring student understands corrective response
* Responding proportionally to the level of behaviour displayed

*Has the behaviour stopped or improved?*

NO

Speak privately with student

Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.

*Has the behaviour   
stopped or improved?*

*Calm and engaged classroom*Apply preventative strategies

Positive classroom climate, providing and teaching explicit rules,   
engaging lessons, active supervision, offering pre-corrections

**Consider additional supports**

Identify and engage support(s) for the student to return to normal routine:  
*Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans and risk management plans.*

*Is suspension required for additional* ***planning time****? If so, consult with principal.*

*Is a* ***mandatory report*** *required?   
If so, consult with principal and MRG.*

YES

**Serious behaviour of concern**

Teacher to inform executive staff and focus on safety.

TL/DP/CT to assist student to   
de-escalate to baseline by using appropriate strategies such as:

* Redirecting to another area   
  or activity
* Provide reassurance
* Offer choices

NO

YES

NO

NO

YES

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

YES

Provide positive verbal/nonverbal acknowledgement

Speak privately with student

TL/DP/CT to *calmly* allow the student to explain the situation to identify ways to fix the problem.

TL/DP to check-in with teacher for feedback and contact parent.

TL/CT to enter incident on Sentral.

*Is it safe for the student to   
return to normal routine?*

**Observe Inappropriate Behaviour**

*Does the behaviour pose a risk to the safety or wellbeing of the student or others?*

### Bullying Response Flowchart

The following flowchart explains the actions Example High 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.

## 