

Yarrawarra PS School Behaviour Support and Management Plan



Overview

Yarrawarra Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are listed below.

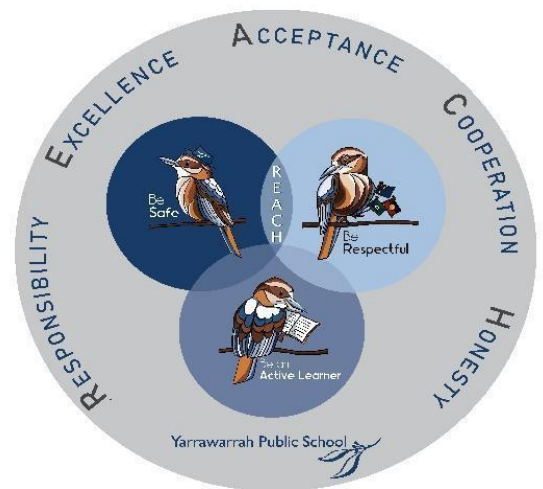
The YPS Way

Yarrawarra Public School places student wellbeing as the highest priority. The YPS Way informs our wellbeing programs with our school-wide expectations:

Be Safe;
Be Respectful;
Be an Active Learner,
and is promoted through our mascot, Yarraburra.

Core Values

Yarrawarra Public School teaches the values of Responsibility, Excellence, Acceptance, Cooperation and Honesty (R-E-A-C-H). These values underpin all aspects of our school motto.



Social and Emotional Wellbeing Programs

Various evidence-based programs are incorporated to assist with our students' social and emotional wellbeing such as Positive Behaviour for Learning (PBL), Got It!, Be You and Zones of Regulation. YPS Wellbeing initiatives include Mentor Teachers, and CARE Groups.

Positive Behaviour for Learning

Positive Behaviour for Learning is a whole-school framework that promotes positive behaviour across the school and helps schools develop safe and supportive learning environments.

At Yarrawarra Public School, all students are explicitly taught the expected behaviours, and clear and consistent boundaries are established. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school.

Promoting positive student behaviour

Research suggests classroom management is most effective when teachers use preventative and responsive strategies to encourage appropriate (on task, motivated to learn, and prosocial) behaviours and reduce instances of inappropriate (disengagement from learning and disruptive) behaviours (CESE). Effective preventative strategies include creating and maintaining a positive classroom climate, using structured instruction to engage and motivate students in learning, explicitly teaching students rules and routines, using pre-corrections to remind students of appropriate behaviours, and actively monitoring the classroom. Effective responsive strategies require correcting inappropriate behaviours in

a way that addresses the student's needs, is understood by the student, is consistent, expected, calm, and proportionate to the level of inappropriate behaviour displayed. Classroom management strategies are supported by a whole school PBL approach. The matrices that explicitly teach the positive behaviours to the children are to display and develop a consistent language across the whole school between students, staff and the school community.

School-wide actions – how we reinforce positive behaviour

Our school is a Positive Behaviour for Learning (PBL) school. PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists our school to improve social, emotional, behavioural and academic outcomes for students.

Our school-wide actions are clear, positively stated and easy for the whole school community to understand. The core values of the school are Responsibility, Excellence, Acceptance, Cooperation and Honesty (R.E.A.C.H). The school expectations are Be Safe, Be Respectful and Be An Active Learner.

These values and expectations influence how students communicate, work together, make decisions and how they learn. These values underpin all aspects of this policy.

R-E-A-C-H

R esponsibility	To have a sense of duty towards yourself, others and the environment, and to resolve differences in constructive peaceful ways.
E xcellence	To strive towards and beyond personal goals: academically, socially and within the community.
A cceptance	To treat yourself and others with courtesy, respect and consideration.
C ooperation	To work together for the common good of our school and community.
H onesty	To be truthful, fair and accountable for actions, do what is right.



Yarrowarra Public School Classroom Setting Matrix



Expectations	Classroom Setting Actions
Be Safe	<ul style="list-style-type: none"> • Keep bags tidy and walkways clear • Line up, listen and follow instructions • Enter classroom only when teacher is present • Use equipment appropriately • Move sensibly around the classroom • Push chairs in and sit safely
Be Respectful	<ul style="list-style-type: none"> • Show respect to everyone • Share class resources and respect all property • Knock, enter and wait • Listen when others are speaking • Use manners and a calm, inside voice • Keep your workspace clean and tidy
Be An Active Learner	<ul style="list-style-type: none"> • Be on time and organised • Follow the 5 Ls • Ask questions • Try your best • Help others to be their best



Yarrowarra Public School Behaviour Actions Matrix



Expectations	Across all areas	Walkways and Stairs	Toilets	Assemblies	Canteen	Admin	Library	Playground Passive Play	Playground Court/Oval
Be Safe	<ul style="list-style-type: none"> • Right place at the right time • Move safely • Report any problems • Hands and body to self 	<ul style="list-style-type: none"> • Keep to left • Walk sensibly • Railings are for hands 	<ul style="list-style-type: none"> • Wash your hands • One person per cubicle • Keep water in sink 	<ul style="list-style-type: none"> • Use stairs appropriately • Keep hands and feet to self • Leave aisle and exit points clear 	<ul style="list-style-type: none"> • Wait patiently in line • Move away after ordering 	<ul style="list-style-type: none"> • Walk through hallway • Sit sensibly while waiting for medication 	<ul style="list-style-type: none"> • Walk sensibly to and from the Library • Return chairs to tables • Clean up area after 	<ul style="list-style-type: none"> • Be SunSmart • Play calmly & quietly • Stay inbounds 	<ul style="list-style-type: none"> • Be SunSmart • Stay inbounds • Be aware of your surroundings
Be Respectful	<ul style="list-style-type: none"> • Treat others as I want to be treated • Follow directions • Use respectful language • Take care of the school 	<ul style="list-style-type: none"> • Respect the learning of others • Use a quiet voice • Maintain physical space 	<ul style="list-style-type: none"> • Place paper towel in bin • Respect others privacy • Leave the area clean and tidy 	<ul style="list-style-type: none"> • Clap appropriately • Show gratitude • Be respectful of special ceremonies • Enter and exit quietly 	<ul style="list-style-type: none"> • Eat your own food • Wait your turn • Use your manners Be ready to order • Have correct money ready 	<ul style="list-style-type: none"> • Keep voices to a minimum • Wait patiently & quietly • Address staff politely 	<ul style="list-style-type: none"> • Use appropriate voice • Handle books with care • Follow adults directions 	<ul style="list-style-type: none"> • Look after equipment • Use polite language • Be kind • Keep area free from rubbish • Share the space fairly 	<ul style="list-style-type: none"> • Use polite language • Be kind • Keep area free from rubbish • Look after & return equipment
Be An Active Learner	<ul style="list-style-type: none"> • Be an active participant • Do your best Persevere • Be a team player 	<ul style="list-style-type: none"> • Return to class promptly • Look where you are going 	<ul style="list-style-type: none"> • Flush toilet after use • Leave the area promptly and return to class 	<ul style="list-style-type: none"> • Celebrate the achievements of others • Be prepared to sit for the duration of the assembly • Be an active listener 	<ul style="list-style-type: none"> • Be ready to order • Have correct money ready 	<ul style="list-style-type: none"> • Learn where to place things to minimise interruptions. 	<ul style="list-style-type: none"> • Borrow books regularly • Work cooperatively with others 	<ul style="list-style-type: none"> • Be inclusive • Line up quickly & quietly • Be a problem solver 	<ul style="list-style-type: none"> • Be a good sport & play fairly • Line up quickly & quietly • Be inclusive • Be a problem solver

Reward System

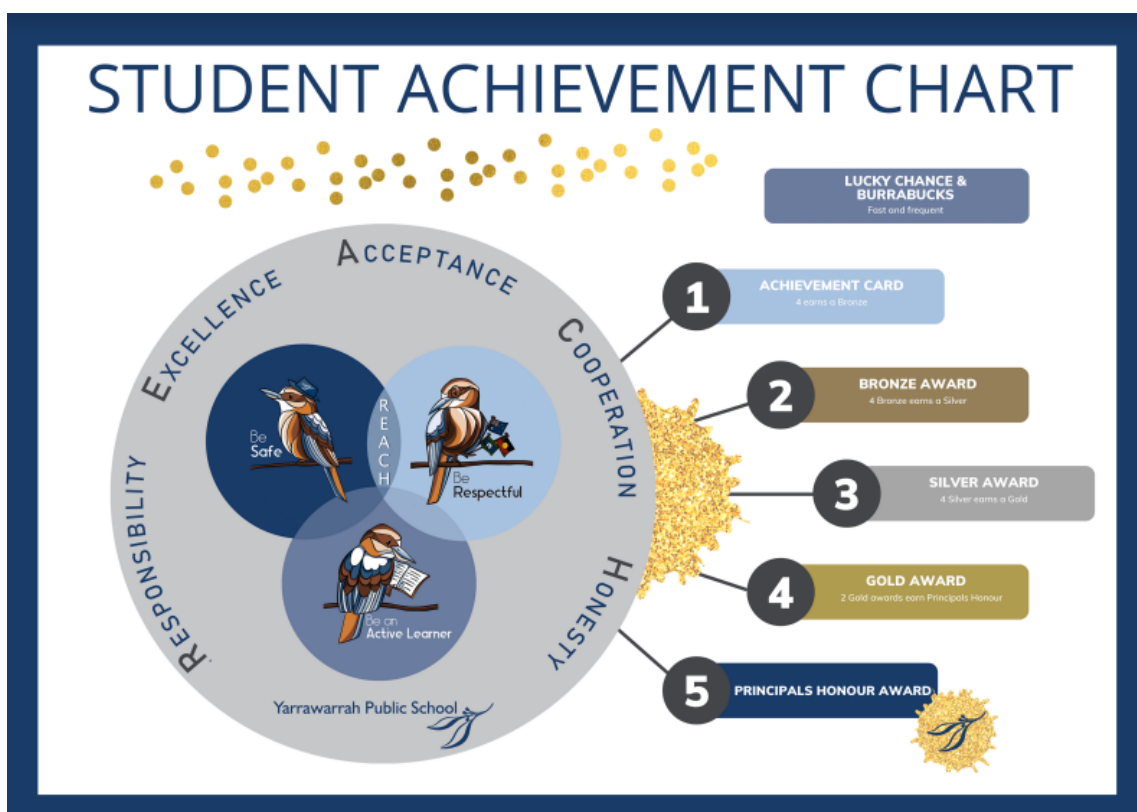
Our whole school reward system focuses on our school values (R.E.A.C.H). Students are responsible for keeping and trading in their awards at the office to achieve the next level of achievement.

Fast and Frequent Rewards

- Burrabucks are small tokens awarded to students in class and on the playground for positive behaviour. Burrabucks are placed in the PBL Rewards Tube in the colour of the student's assigned house team (Bradman = green, Freeman = red, Thorpe = blue). The team that received the most Burrabucks in the term participates in the PBL Rewards Day at the end of the term to celebrate their achievement.
- Lucky Chance Cards are awarded to students who are demonstrating the school values. Lucky Chance Cards need to be completed with the student's name and class and put into the letterbox on the admin building near the lost property box. At our fortnightly assemblies, one Lucky Chance winner is drawn out of a hat and they receive a free lunch order from the canteen.

School Award System

- Achievement Cards are handed out by teachers in class for outstanding class work. Once a child has 4 Achievement Cards, they can be handed in at the office to be converted into a Bronze Award.
- Bronze Awards are also handed out by class teachers fortnightly in our regular K-6 assembly. Once a student has 4 Bronze Awards, they may trade them in at the office for a Silver Award.
- 4 Silver Awards can be traded at the office for a Gold Award. Gold Award winners have their photograph taken and put in the newsletter.
- 2 Gold Awards result in achieving the highest level of our awards system - a Principal's Honour Award. Principal's Honour Award winners are photographed with the principal and celebrated in the newsletter. Their photo is also displayed in the office.



Behaviour code for students

The Behaviour Code for Students can be found below. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

NSW Department of Education

Behaviour code for students

NSW public schools

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

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

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Zones of Regulation	<p>The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development.</p> <p>The Zones of Regulation creates a systematic approach to teach regulation by categorising all the different ways we feel and states of alertness we experience into four concrete colored zones. Students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self.</p> <p><i>The Zones of Regulation</i> curriculum incorporates numerous visual prompts to support students in identifying their feelings/level of alertness, understanding how their behavior impacts outcomes, problem solving conflicts and learning what tools they can use to regulate their Zones.</p>	Whole school
Prevention	Mentor Staff Members	At the commencement of each school year, students K-6 are given the opportunity to select 2 members of staff as their "Mentor Staff". These staff members regularly check in with their mentees to provide advice, support and assistance, to help students fulfil their potential. Students may also seek out their Mentor Staff Member	Whole school

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		during times of need. Positive student/teacher relationships can protect children from becoming disengaged and deescalate disruptive behaviour.	
Prevention	CARE Groups	Every student belongs to a CARE (Caring (for) And Respecting Everyone) Group, comprised of a range of students from K-6 and facilitated by a Mentor Staff member. CARE Groups meet regularly on a fortnightly basis. Mentor Staff implement an essential social and emotional program for students to build social skills and emotional health, encouraging a transference of skills from the classroom to the playground. The groups focus on skills such as resilience, mindfulness, self-awareness, and create opportunities for students from different grades to build friendships and support networks.	Whole school
Prevention	The Kindness Curriculum	The Kindness Curriculum, aligned to the Personal and Social Capabilities elements, is implemented through fortnightly CARE Groups. The Kindness Curriculum teaches the overarching concept of kindness through carefully designed activities that allow students to work together to build the attributes of empathy, gratitude, perspective, honesty, self-compassion, self-acceptance, humility, collaboration, mindfulness, mediation, trust, affiliation and humour.	Whole school
Prevention	Yarn Up	A cultural workshop program at our school which has a strong cultural focus and is designed to develop connections with students, families and communities. Culturally responsive programs create caring and respectful relationships across the school.	Offered whole-school but elected participation Families Community Aboriginal and Torres Strait Islander school community members
Prevention	Partnership with the NSW AECG Inc	Our school works in partnership with the Sutherland Aboriginal Education Consultative Group (AECG), the Partnership Agreement, Connecting to Country, professional development and local representatives. Through these, support programs are developed aimed at connection to Country and community for First Nations young people.	Staff Aboriginal and Torres Strait Islander students and families and community members

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Prevention	Buddies	As part of our Kindergarten Orientation program, children are assigned a senior student to be their Buddy. The senior students will meet and get to know their Buddy when they commence Kindergarten, and are a good support for Kindergarten students throughout their first year at school. Senior students model school values, rules and expectations, helping Kindergarten students feel a sense of belonging.	Kindergarten / Stage 3 students
Prevention	Engaging Parent Involvement	We offer a variety of platforms for engaging parents in their child's education and wellbeing, including: Meet the Teacher sessions, twice yearly parent / teacher interviews, parent workshops, P&C meetings and many community events. We also use data from parent surveys and Tell Them From Me to make changes based on parent suggestions.	Whole school
Prevention	Tell Them From Me / Student Voice	Our students in Years 4-6 complete the Tell Them From Me survey twice a year. This survey provides staff with vital information in regards to students' social-emotional wellbeing, such as, if they feel a positive sense of belonging, have positive peer / teacher relationships, and whether they perceive that they get in trouble for disruptive or inappropriate behaviour at school. Other areas reported on are percentages of students who are subject to bullying, if they know who to turn to if they are experiencing bullying, advocacy at school and if students understand that there are clear rules and expectations for classroom behaviour. Parents and staff are also invited to participate in the Tell Them From Me survey once a year. All data is used by the executive to make change and support students in the areas flagged.	Years 4-6 students Staff Parents
Prevention	Be You	Be You - Beyond Blue is the national mental health in education initiative that provides schools with advice and professional learning to develop mentally healthy communities. The YPS Be You Action Team works closely with a Be You consultant to identify areas of need in the school and assists with the implementation of strategies to support targeted areas. Be You links schools with local services and provides assistance post-crisis.	Whole school
Prevention	Trauma Informed Practice	Teachers are trained in Trauma Informed Practice to improve learning outcomes and wellbeing. Childhood trauma, causes and their impact is understood so that staff can assist impacted students.	Staff
Prevention	Actions / Values Explicit Teaching	Explicit teaching of the school values and specific skills including behaviour expectations and social skills are taught by classroom teachers and staff in the playground and other settings, such as assemblies. The YPS Way is two full weeks of explicit teaching / lessons at the start of the year that set our students up for success in demonstrating school expectations and values.	Whole school

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Prevention	Extra Curricular	Our school offers many and varied extra curricular activities for our students to form strong social bonds across the school, with peers who have similar interests. Examples are: chess, dance, choir, debating, public speaking, Night of Notables, Run Club, Boot Camp, Art club, Play club, Library club etc.	Whole school
Early Intervention	<i>Got It!</i>	<i>Got It!</i> (Getting on Track In Time!) is a specialised early intervention program for students K-2 who display emerging mental health and/or conduct problems. The program is delivered weekly by the <i>Got It!</i> team, comprised of clinicians from NSW Health, and a staff member. The <i>Got It!</i> program works closely with students and their family over a 10-week intervention block, with a long-term follow-up component.	K-2 students Families Staff
Early Intervention	School Psychologist	Our school psychologist provides a counselling service to individuals or groups of students on a weekly basis. Students are referred to the school psychologist through the Learning and Support Team, or directly through parents. The school psychologist is available on Wednesdays.	Whole school
Early Intervention	PBL Tier 1	PBL Tier 1 schoolwide and classroom systems of support brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children.	Whole school
Early Intervention	Classroom Traffic Light System	The Classroom Traffic Lights is a visual behavioural prompt that reinforces positive behaviour in the classroom. It serves as a visual reminder to demonstrate prosocial behaviours necessary for learning in the classroom, and provides students with the opportunity to correct their behaviour.	Whole school
Early Intervention	CARE Groups	Specific CARE Group lessons will target areas of need that the school has identified through data- TTFM, Sentral etc. These lessons will focus on behaviours that will lead to more positive behaviors in the school community	Staff, students
Early Intervention	Buddies	When appropriate, students with specific needs will be allocated to a Year 6 buddy that is a particularly good role model that will best suit the needs of their buddy	Staff, particular students
Targeted Intervention	Zones of Regulation	The Zones of Regulation framework is used in the classroom and playground settings to revise and reteach the concepts of the zones to small groups of students or individual students who need support to regulate their emotions or behaviour. Teachers refer to classroom posters as a guide for students and may reteach building skills in emotional and sensory regulation, executive functioning, and social cognition to small groups as required.	Staff, small groups of students

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Targeted Intervention	Lunchtime Clubs	Students voluntarily participate in SLSO facilitated clubs at lunchtime and recess. SLSOs offer a variety of supervised activities including bootcamp and fitness groups, small world imaginative play, expressive arts and creative groups, problem solving, puzzles and board games. SLSOs model and encourage prosocial language and behaviours necessary for establishing and maintaining relationships with peers.	SLSO's, specific student groups
Targeted Intervention	Social Groups	Our school psychologist provides weekly social skills therapy to targeted groups of students. Students included in this Social Group are nominated by parents/carers and teachers.	School Counsellor, specific student groups
Targeted Intervention	PBL Tier 2	PBL Tier 2 intervention includes mentoring and reteaching positive behaviours to a small group of students and/or students with additional needs, who have difficulty choosing appropriate behaviour. This aims to reduce the occurrences of inappropriate behaviour before it becomes chronic, encourages positive behaviour and teaches social-emotional skills.	PBL team, specific student groups, teachers
Targeted Intervention	Restorative Groups	Students attend a Restorative Group session following conflict that has arisen in the classroom or on the playground. The Restorative Group session implements strategies to restore positive relationships and solve interpersonal issues. Restorative practices include problem-solving conversations and separating the behaviour from the person.	Executive, specific student groups
Targeted Intervention	Learning and Support	The Learning and Support team work shoulder to shoulder with teachers, students and families to support those students who require personalised learning and support plans or pathways. Strategies include, instructional leadership, development of risk assessments and behaviour support plans, and the development of short- and long-term goals.	Student groups, families, staff
Targeted Intervention	Police Youth Liaison Officers	Discussion sessions about specific areas of need- Social Media/ Cyber Safety. This discussion is targeted to Stage 3 students.	Teachers, specific student groups
Targeted Intervention	Be You	Be You - Beyond Blue is the national mental health in education initiative that provides schools with advice and professional learning to develop mentally healthy communities. The YPS Be You Action Team works closely with a Be You consultant to identify areas of need for groups of students and assists with the implementation of strategies to support these students. Be You links schools with local services and provides assistance post-crisis.	Student groups, families, staff
Individual Intervention	Zones of Regulation	The Zones of Regulation framework is used in the classroom and playground settings to explicitly reteach the concepts of the zones to individual students	Individual students, staff

School Behaviour Support and Management Plan

		<p>who need one-on-one support to regulate their emotions or behaviour. Teachers provide students with visual aids such as personal zones ‘flip-charts’ for their pencil case or pocket to help them identify and communicate the emotion and zone they are experiencing. Staff support may include discussing and reflecting on the zone, practising calm-down techniques, short breaks to reset, a positive sensory activity or SLSO support.</p>	
Individual Intervention	Support from Delivery Support Team members	<p>For example, Out of Home Care teacher, Assistant Principal Learning and Support, Behaviour Specialists and external agencies such as paediatricians or psychologists. The Delivery Support Team works in conjunction with the Learning and Support Team to:</p> <ul style="list-style-type: none"> • develop appropriate behaviour expectations and strategies with other staff members • monitor the impact of support for individual students through continuous data collection • provide consistent strategies and adjustments outlined within an individual student support plan 	Individual students, staff, delivery support team, learning support team
Individual Intervention	Functional Behaviour Assessment	Staff will conduct a functional behaviour assessment and identify the function of behaviour as required to implement appropriate interventions.	Individual students, staff
Individual Intervention	Risk Management	As part of a PLaSP, the Learning and Support Teacher works directly with the parents, principal and classroom teacher, to devise a risk management plan in order to increase student safety and maximise student engagement in learning.	LaST, Principal, Teacher, Parents
Individual Intervention	Health Care Plans	As part of a Health Care Plan, the SAM/SAO works in tandem with the Learning and Support Teacher to support the parents, principal and classroom teacher. Together they create a suitable Health Care Plan which ensures student safety and maximises the student’s engagement in learning.	Administration, LaST, Principal, Teacher, Parents, allied health professionals
Individual Intervention	Reflection Space	This problem-solving, restorative justice approach is used to assist students in identifying alternative acceptable behaviours. This will include students collaboratively developing goals with teachers to assist them in maintaining relationships while resolving conflict. It provides an opportunity for students to receive more support to learn and practice expected behaviours.	Individual students, executive staff, teachers

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Individual Intervention	Check In/ reflection Cards	Students have a card/monitoring device that they refer to as a guide to how they are feeling/reacting to issues that may affect their behaviour. Classroom teachers check in with students multiple times per day and coach students in how they could be reacting.	Individual students, class teachers, executive staff
Individual Intervention	Be You	Be You - Beyond Blue is the national mental health in education initiative that provides schools with advice and professional learning to develop mentally healthy communities. The YPS Be You Action Team works closely with a Be You consultant to identify areas of need for individual students or families in crisis and assists with the implementation of strategies to support these individuals. Be You links schools with local services and provides assistance post-crisis.	Individual students, staff, executive staff
Individual Intervention	School Psychologist	Based on LST and parent referrals, the School Counsellor will consult with individual students with high needs and create a specific advice and programs to ensure these students are given the best chance of success in their schooling	School Counsellor, LST, specific students
Individual Intervention	Lunchtime Clubs	Students are selected to participate in SLSO facilitated clubs at lunchtime and recess. SLSOs offer a variety of supervised activities including bootcamp and fitness groups, small world imaginative play, expressive arts and creative groups, problem solving, puzzles and board games. SLSOs model and encourage prosocial language and behaviours necessary for establishing and maintaining relationships with peers. Individual students may be selected after referral to the Learning Support Team, and in consultation with families, in order to specifically target the positive development of social skills and emotional regulation.	SLSO's, individual students, executive staff, LaST, Learning Support Team
Individual Intervention	Learning and Support	Students with specific needs and funding will have PLP's created that focus on their individual circumstances and how to best create a successful learning pathway for the year ahead. School resources are then allocated to best support the plan	LST, individual students, SLSO's classroom teachers, Executive
Individual Intervention	Restorative Sessions	After repeated interventions, students requiring intensive support will spend time in the Reflection Space. Here they will reflect on their behaviour and discuss with a member of the executive how they could make adjustments to how they interact with others and how they respond to incidents. Students will leave with a plan on how to best handle future incidents	Executive, specific students

Restoration & reflection space

The Reflection Space is used for students to have time off the playground to discuss and correct behaviours that are making time in the playground difficult or unsafe for self and/or others. They will spend time with an Assistant Principal (AP) who will discuss their behaviour and complete a reflection sheet. A restorative practice discussion will occur.

Procedure:

Playground slips will be completed by the teacher on duty. The teacher will enter the incident in Sentral and send the slip to the student's classroom teacher. The class teacher keeps the slips.

If the incident is deemed serious, the duty teacher will ring the office. The office staff will contact the Stage AP to directly deal with the incident. If the Stage AP is not available another AP will be notified.

If the class teacher has a series of minor incidents, or a pattern of incidents for a particular student, they may refer to the Stage AP for possible time in the Reflection Space.

Stage APs will negotiate and determine the appropriate number of days in the Reflection Space based on:


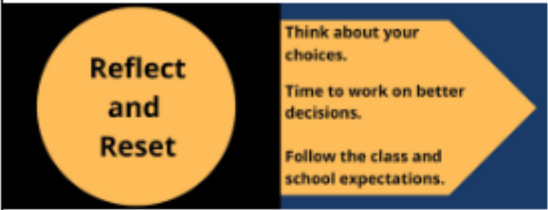
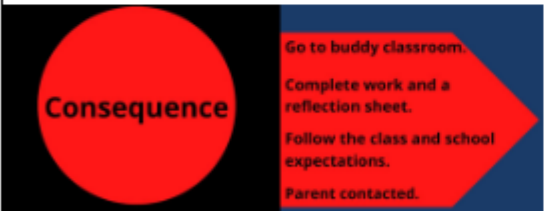
- Prior Incidents
- Severity of incident/Pattern of incidents
- Age/Grade of student

The Reflection Sheet will be sent home to parent/s and or carer/s regarding the behaviour/s and the allocation of days in the Reflection Space. This is returned to school with the Parent/Carer signature to indicate that the parent has been notified.

The class teacher is notified of the Reflection Space time and the returned parent sheet is filed in the office.

Following time in the Reflection Space, the student will return to the playground setting.

Classroom Behaviour Chart

	<h3 style="text-align: center;">Active Learners</h3> <p>Students are on task and active learners. Use fast and frequent rewards at your discretion.</p> <ul style="list-style-type: none"> ● <u>Burrabucks</u> (team reward) ● Lucky Chance cards (rewarding individual child) ● Classroom rewards including raffle tickets and Class Dojo.
	<h3 style="text-align: center;">Warning 1 - Verbal</h3> <p>State a positive direction and then give a simple choice or consequence. If behaviour continues the student moves to the Reflect and Reset signal.</p>
	<h3 style="text-align: center;">Reflect and Reset</h3> <p>State a positive direction and then give a simple choice or consequence. Prompt, redirect, reteach appropriate behaviour. Cueing the student to school expectations and rules. The student moves to a designated space in the room to reflect on their choices and reset to make better decisions. If the student continues to display inappropriate behaviour the student moves to the Consequence signal.</p>
	<h3 style="text-align: center;">Consequence</h3> <p>Go to the buddy classroom to complete work and a reflection sheet. Time to work on better decisions. Reflection sheet to be sent home to be signed by <u>parent</u> and returned to <u>class</u> teacher the next day. Behaviour entered on Sentral. <u>Parent</u> contacted by phone if major behaviour.</p>

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Action	When and how long?	Who coordinates?	How are these recorded?
Reflection Space	Lunch time for second half lunch.	Assistant Principals	SENTRAL
Buddy Classroom Time Out	Buddy classroom. 15 minutes time out.	Classroom teacher.	SENTRAL

School Anti-bullying Plan

Refer to the school's anti-bullying plan on our website [here](#). Also refer to the [Bullying of Students - Prevention and Response Policy](#).

School Behaviour Support and Management Plan

Date completed:	10 February 2023
Next Review date: Our plan is reviewed each year and published on our website	26/01/2024: Day 1, Term 1, 2024
Next review date with school community input:	We will undertake a review that includes broad community consultation every four years (or earlier as needed) in line with the implementation of our school's school Strategic Improvement Plan
Principal Name:	Kyleigh Nash