



## Student Behaviour Support and Management Plan

### Overview

Ocean Shores Public School has strategic directions for 'safe, successful, and productive students', inspired and teaching and learning' and 'inter-connected community'. The school's motto is 'Do your Best', with the belief that all students can and will succeed when appropriately supported. The Ocean Shores Public School Wellbeing and Student Behaviour Support Plan acknowledges that the role of student, the staff and parents/carers are essential in supporting all students to 'Do their Best'. We will collaboratively and proactively build positive relationships to create shared understanding of how to support student learning, safety, and wellbeing.

Our ongoing commitment to ensuring positive student wellbeing practices are maintained and supported at our school is embedded in our School Improvement Plan through Strategic Direction #3: Wellbeing and Engagement, with the goal to incorporate highly effective wellbeing practices that support student needs across the school and include staff, student, and parent voice to inform the decision-making process that supports wellbeing and engagement practices.

### Partnership with parents and carers



This policy is applicable for all students, staff and parents/carers across all settings and is accessible to all through the Ocean Shores Public School website and is available through the front office.

All school community groups will be active and involved partners in the Ocean Shores Public School Behaviour Support and Management Plan. Obtaining feedback and ensuring engagement with school P&C, Aboriginal Education Consultative Group (AECG), the Student Representative Council group (SRC) and Learning and Support team will proactively build collaborative partnerships and relationships to create a shared understanding of how to support student learning, safety, and wellbeing. The NSW DoE's **School Community Charter (Appendix 1)** enables parents, carers and educators and school staff to follow collaborative, supportive, and cohesive responsibilities for both our learning environment and students. The best education happens when parents and schools work together.

Any concerns raised through complaint procedures to review school systems, data and practices will be communicated to parents/carers through school newsletters and the school website. Ocean Shores Public School proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and wellbeing.

### Ocean Shores Public School- school wide expectations and rules

All staff are required to maintain consistency when upholding the expected standards of behaviour and whole school rules. Throughout all interactions, the integrity of staff and students is vital in building strong collaborative and positive relationships.

Expectation -	Expectation Details	Expectation Policy/procedure
I am respectful, responsible, and inspiring	Ocean Shores Public School prides itself with three core values for their school – being respectful, responsible and inspiring. Students engage in <b>PBL lessons</b> weekly to assist in learning how and why it is important to be respectful, responsible and inspiring. Both teachers and students have the right to work in a safe and respectful environment.	 <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>• We are learning to be <i>respectful, responsible and inspiring</i> in all areas of the school.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I understand what a value is.</li> <li>• I understand what I value.</li> <li>• I understand what we value as a school.</li> </ul> </div>
'Do your Best'	Ocean Shores Public School motto 'Do Your Best' and school song enables consistency for students to maintain and uphold the expected value in the education and all interactions both at school and within their community.  <b>APPENDIX 2</b>	
Attend school everyday	Students must attend school regularly so they can achieve their educational best and increase their career and life options. At Ocean Shores Public School we complete fortnightly class and whole school attendance snapshots. This enables teaching staff to view downward trends to address concerns and also celebrate upward trends and acknowledge class improvements. <b>APPENDIX 4</b>	<p style="text-align: center;"><b>APPENDIX 3</b></p> <p style="text-align: center;"><a href="http://nsw.gov.au">School Attendance (nsw.gov.au)</a></p>
NSW DET Student Behaviour Policy	NSW Government schools embed positive behaviour approaches, safe practices and inclusive education ensuring a safe, supported and responsive environment for everyone. Schools implement inclusive and positive student behaviour support and management approaches aligned with the care continuum that establish support and maintain high expectations for student behaviour, in line with the <u>Behaviour code for students</u> .	Please see link below

## 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

The strategies and programs Ocean Shores Public School uses to support positive behaviour that corresponds with the NSW DETs care continuum are below. Evidence-based approaches that support behaviour and wellbeing include:

- Positive Behaviour for Learning (PBL)
- Individualised planning and support through our Learning and Support Team
- Support from DoE school services – ‘TEAM Around a School’ support network
- Calmer Classrooms Trauma-Informed Practice
- Rock & Water Self Awareness Program
- Child Protection/Interrelate/ Drug Education Programs
- Online Guardians Cyber Safety Program
- Professional Learning for all staff on NCCD requirements
- Principals of Inclusive Practice

Ocean Shores Public School also uses positive behaviour tool, Operation Dolphin to invite students to engage in respectful and positive behaviours. Strategies and programs also included below are antibullying, including cyberbullying programs. The approaches and strategies are built on a foundation of evidence based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- Stating and explicitly teaching classroom expectations
- Establishing predictable routines and procedures that are communicated clearly to students
- Encouraging expected behaviour with positive feedback and reinforcement
- Discouraging inappropriate behaviour
- Providing active supervision of students
- Maximising opportunities for active engagement in learning and play
- Providing carefully sequenced engaging lessons that provide options for student choice
- Differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Operation Dolphin	<p>Students receive an 'Operation Dolphin' ticket for demonstrating our school values which are;</p> <p>I am respectful</p> <p>I am responsible</p> <p>I am inspiring</p> <p>Students are also able to receive an Operation Dolphin ticket for displaying the target behaviour of each week or any other inspiring behaviours. The target behaviour is announced at the beginning of each week and will relate to our core school values. A lesson is taught explicitly within each classroom. Operation Dolphins will be collected and the tickets placed in a box for a draw from K-2 box and the 3-6 box (4 each week – 2 from each) at the assembly for students to receive a \$5 canteen voucher each.</p>	Whole School
Prevention	Positive Behaviour for Learning	<p>PBL is an evidence-based framework that brings together the school community. It is a visible framework in the classroom that contributes to developing a positive and safe and supportive culture. With focus around the NSW DoE's 'What Works Best' policy, the framework enables improvement in social, emotional, behavioural and academic outcomes for children.</p> <p>When students are on reminder and break for low level behaviours, this step is managed within the classroom by the teacher. There are times when students may be sent to buddy class or further to an Assistant Principal.</p> <p><b>APPENDIX 5</b></p>	Whole School
Prevention	The Wellbeing Framework	The connect, succeed and thrive framework creates a strong link between school excellence and wellbeing. The Wellbeing Framework for NSW Public Schools contextualises wellbeing to individual school students, school settings and local school communities.	Whole School
Prevention	Principles of Inclusive Practice	<p>Inclusive practice consists of the 6 following principles.</p> <ul style="list-style-type: none"> <li>• Student agency and self-determination</li> <li>• Parent and carer inclusion</li> <li>• Social and cultural inclusion</li> <li>• Curriculum inclusion</li> <li>• Workforce capability for inclusion</li> <li>• System inclusion</li> </ul>	<p>K-6 Students</p> <p>Families</p> <p>Staff</p> <p>Aboriginal &amp; Torres Strait Islander local communities</p>
Prevention	Child Protection Program	Delivery of the mandatory Child Protection Program K-6	All students K-6
Prevention	Muggi Culture Program	Delivery of the Muggi culture program including yarn ups and educational journey for our Indigenous students.	Aboriginal and Torres Strait Islander students – selected teachers

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Trauma Informed Practice	<p>Calmer Classrooms - Evidence on trauma-informed practice within an educational setting is relevant and crucial for all staff who work with children. The brief is intended for teachers, principals and other school staff. The 6 key questions are covered:</p> <ol style="list-style-type: none"> <li>1. What is trauma?</li> <li>2. How prevalent is developmental trauma among children?</li> <li>3. How can school staff recognise behaviours related to trauma?</li> <li>4. What is trauma informed practice?</li> <li>5. What strategies can schools and teachers use to support students impacted by trauma?</li> <li>6. How can schools care for staff who are supporting students impacted by trauma?</li> </ol>	Individual students, families and staff
<b>Early intervention</b>	Positive Behaviour for Learning and flowchart	Tier 1 - school wide and classroom systems of support that contributes to developing a positive, safe and supportive environment.	Whole School
<b>Early Intervention</b>	Stage Meetings/LaST meetings	Early detection at stage meetings and LaST meetings with Stage APs for individual and group support for learning and/or behavioural matters	All staff
<b>Targeted intervention</b>	Rock and Water Self Awareness program	The Rock and Water program is an experience that provides young people and adults a pathway to self-awareness, and increased self-confidence and social functioning.	Teachers and students
<b>Targeted intervention</b>	Attendance Matters	AP to check through attendance throughout the school for any students who are falling below.	Whole School
<b>Targeted intervention</b>	Learning and Support	The Learning and Support Teamwork with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Whole School
<b>Targeted intervention</b>	Play Leaders	Chosen Year 5 students are leading play in the playground during recess and lunch to direct peers in safe play of games and activities	K-6 Students
<b>Targeted intervention</b>	School Counsellor Support	Specific individual counsellor support at school for students as required. Students to be referred through in school system for support.	Individual students and families
<b>Targeted intervention</b>	Stage Based Active Play on the playground	Students from certain stage groups can engage in supported play on the playground at 2 <sup>nd</sup> Lunch with a teacher to guide their interactions and learn the social skills needed for successful relationships.	Whole School

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Personal Learning and Support Plans	A supportive tool for students to set their goals and the teacher to demonstrate how they will support students to reach their goals. Family input is instilled to ensure students are reaching their full potential.	Individuals, students, families and staff
Individual intervention	Personal Learning Pathways	A plan set by families and students of Indigenous background on how they can connect their culture in the school setting. The plan includes how the teacher will support the recommendations both in the classroom and the school setting.	Individuals, students, families and staff

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

Ocean Shore Public School have a collaborative and restorative approach to behaviour. Students use their voice using the whole school Reset sheets if an incident or issue arise. Behaviour is managed using the whole school Behaviour Continuum. We aim to reduce exclusions, disruptive behaviours, conflict, bullying and low-level disruptions. At Ocean Shores Public School we aim to improve positive behaviours and learning opportunities for all students and teachers.

### APPENDIX 6

- 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](#).

\*All staff are aware that all behaviours of concern will be recorded and reported by entering information into SENTRAL to ensure everyone is knowledgeable of issues that may arise. Supervisors are also notified accordingly.

## Reflection and Restorative Practices

At times, students will need to reflect and become self-aware of their behaviours. Ocean Shores Public School has various strategies in place to assist students to discuss and openly share their experiences and how they can then make positive choices. **Functional Behaviour Assessments** may be carried out prior to administering an Individual Behaviour Support Plan.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection Room</b> - Students sit with the Assistant Principal to discuss and reflect on their behaviour in a calm and restorative manner.	Reflection room is at 2 <sup>nd</sup> Lunch in selected classroom daily.	Assistant Principal	Using a reflection sheet appropriate to the student's age
<b>PBL Flowchart</b> – enables students to reflect on their behaviour throughout the day. Students first step is reminder, allowing them to consider alternate behaviours prior to reaching break or buddy class level.	The chart may alter throughout the day – break time is teacher directed time out and is approximately 5-10 minutes in a visible area of the classroom and buddy class is approximately 10 -15 minutes. Buddy classes are allocated at the beginning of the year. Teachers are to ensure the student has filled in a <b><u>reset sheet</u></b> .	Classroom teacher	Visual chart in each classroom and in class/buddy class reflection sheets to add student voice
<b>Self-Directed Time Out</b> enables a student to remove themselves if they are feeling stressed or anxious.	Time out may consist of 5-10 minutes. This allows enough time for the student to regulate emotions and destress. All teachers to ensure the student fills in a <b>reset sheet</b> .	The teacher and student – an individual Behaviour Support Plan is in place for this to occur	Individual Behaviour support plan
<b>Playground</b>	Teacher to have a restorative conversation during a <b>walk and talk</b> to ensure student is ready to return to the playground	Teachers and SLSOs	All staff and students

## Ocean Shores Public School Anti-Bullying Plan

At Ocean Shores Public School we provide a culture fostering care, kindness, respect, and responsibility. We drive students towards achieving their best in all aspects of school life. Current PBL lessons allow for students to become self-aware and motivated to commit themselves towards their learning and to build social confidence with a healthy self-esteem.

At Ocean Shores Public School, rules and regulations have been developed to address unsuitable behaviours and actions that do not complement our school values and motto. Our Anti bullying plan has been developed using the guidelines from The DoE Anti-bullying interventions in schools – what works? document **APPENDIX 7**. The plan was also developed using the School Excellence Framework and the learning domain, Wellbeing – caring for students, a planned approach to wellbeing, individual learning needs and behaviour.

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 will actively respond to student bullying behaviour.



## **Our school is committed to:**

- excluding all forms of bullying behaviours, including online (or cyber) bullying
- committing to providing a safe, inclusive and respectful learning community that promotes student wellbeing

## **Our Anti-Bullying Plan requires staff to:**

- establish evidence-based approaches and collaborative strategies that promote a positive climate where bullying is less likely to occur
- be observant to warning signs of distress or reported incidents of bullying
- take the appropriate procedures to help all students without placing emphasis on individuals
- Report incidents to appropriate staff members and note on SENTRAL by end of school day

## **Our Anti-Bullying Plan requires students to:**

- Actively help others – be an upstander!
- Use appropriate problem-solving strategies when an issue arises
- Seek assistance to gain support
- Be inclusive
- Actively participate in whole school PBL lessons

## **Our Anti-Bullying Plan requires parents to:**

- Familiarise themselves with whole school procedures
- Engage in positive conversations with both teachers and community members to maintain holistic approaches with issues which may arise

## **Our Procedures:**

In line with our Student Behaviour Support and Management Plan, the following actions will be undertaken to address all inappropriate bullying behaviours. There may be times when this procedure needs adjusting. This may be when all students are able (at the time).

- Any bullying incident to be reported to a teacher
- The child with the unacceptable behaviour is issued with a reset sheet
- The teacher is to have a restorative conversation with the child reporting and the child displaying unacceptable behaviours – a mediation
- Investigating teacher decides if the child needs to be put on reflection
- Reflection (Assistant Principal) discusses incident with the child. Student to accept their behaviours and take responsibility for their actions
- Reporting teacher/AP notifies parents of incident
- Outline consequence of continued negative behaviours
- Classroom teacher/AP to monitor student behaviour
- Classroom teacher/AP to follow up on student who has been subjected to negative behaviours
- If student reoffends, CT/AP/principal to arrange meeting with parents
- Other actions in line with DoE policies may be implemented eg suspension



## Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 4, 2025

\*Please note – These processes within the OSPS SBSMP overrides any previous school processes re behaviour management. Any classroom behaviour is managed by the classroom teacher. The playground bench cannot be used as a classroom strategy.

# APPENDIX 1



## School Community Charter

**Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, respectful and cohesive.

**What our schools provide**

NSW public schools work to create positive environments for students, staff and the wider school community that support students learning. The aim is to ensure that every student is known, valued and cared for.

The School Community Charter requires parents, carers and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



**Positive environments**

It is important that our NSW public schools and schools in our regions, and their parents and carers are best placed to support students' progress and personal development.

Parents and carers can expect:

- to be welcomed into our schools, schools in our regions or at home (where needed)
- to be consulted about our school staff and to be invited, well and informed
- to be consulted about our school staff and to be invited, well and informed
- to be invited to be involved in our school and to be invited, well and informed

We meet each other with respect

We prioritise the wellbeing of all students and staff

Unsure about our school acceptable in our schools

We work together with the school

**Ensuring respectful learning environments for all members of NSW Public Schools communities.**

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We create collaborative learning environments

We work in partnership to promote student learning

We all play our part

**Communicating with our schools**

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or meeting with other teachers, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is accessible, fair and easy to read. We encourage you to use email or social media appropriately to contact your school and sign up to stay with us, staying aware in the school community.

Our guide for parents, carers and students provides useful information about the communication process.

<https://www.nsw.gov.au/education/communication>

**Respectful communication is a right**

In all schools, people have the right to be respected. Unacceptable and offensive behaviour is not acceptable in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, staff will be asked to address unacceptable behaviour. This may include providing contact with the school community or in more serious cases, reports to police.





**Unacceptable behaviour may include but is not limited to:**

- Aggressive or intimidating actions, such as hitting, threatening gestures or verbal abuse
- Aggressive or intimidating language, including the use of obscenities, making racist, sexist or derogatory comments or using a racist tone
- Insulting members of the school community, including race or religion, such as their religion or ethnicity
- Harassment and threatening communication

## APPENDIX 2

### Ocean Shores PS School Song

I will always truly strive to do the very best I can.  
 Cause only when I do my best will I be true to who I am.  
 I'll do my best... I'll do my best  
 And nothing less... And nothing less  
 I'll never rest... I'll never rest  
 Til I have done my best.  
 I'll do my best.... I'll do my best  
 And nothing less... And nothing less  
 I'll never rest... I'll never rest  
 Til I have done my best.

## APPENDIX 3

### SCHOOL ATTENDANCE POLICY NSW DET

[School Attendance \(nsw.gov.au\)](http://School Attendance (nsw.gov.au))

## APPENDIX 4

Term 1 Attendance Rates %			
Whole school	89.5		
All or above 90%	66.4		
85-90%	12.1		
Below 85%	21.5		
<b>K-2</b>	<b>Yrs 3-6</b>		
Wajung	95.8	Burrubi	92.2
Bowie	92.4	Booninge	91.6
Boorgum	92.1	Bidjoo	90.4
Bubayeh	91.3	Bundjalarrim	88.3
Julum	89.0	Jungahrr	86.7
Junbung	87.0	Gargooin	83.9
Gurraman	86.5	SU	
		Wayam	94.4
		Wollum	86.5

Term 2 Attendance Rates %				
	Weeks 1-2	Weeks 1-7		
Whole school	90.2%	88.4%	↓	
All or above 90%	70.1%	59.8%	↓	
85-90%	13.9%	16.0%	↓	
Below 85%	16.0%	24.7%	↓	
<b>ES1</b>				
Boorgum	84.7	86.1	↑	
Bowie	93.2	86.9	↓	
Wajung	94.1	92.2	↓	
<b>St 1</b>				
Bubayeh	84.4	90.6	↑	
Gurraman	85.6	88.8	↑	
Julum	93.6	86.8	↓	
Junbung	92.3	89.6	↓	
<b>St 2</b>				
Booninge	91.4	90.8	↓	
Burrubi	90.5	89.1	↓	
Gargooin	91.2	84.9	↓	
<b>St 3</b>				
Bidjoo	90.1	88.5	↓	
Bundjalarrim	91.7	89.1	↓	
Jungahrr	88.7	84.3	↓	
<b>SU</b>				
Wayam	91.3	94.4	↑	

## APPENDIX 5

PBL FLOWCHART – VISIBLE IN EACH CLASSROOM AND EXPLICITLY TAUGHT ANNUALLY

## Ocean Shores PBL Classroom Behaviour Chart and Procedures

Buddy Class	Break	Reminder	Active Learner	Role Model	Outstanding	Super Star
Students are sent to buddy class using the buddy class slip. If inappropriate behaviour continues, students are required to attend Reflection. Record on <i>sentral</i> and parents are contacted by teacher.	Teacher directed break. Students are asked to take a break at this level. Teacher may have a space in the classroom for this break (table, tent, quiet area), or an older student may decide to leave the classroom. <i>As long as they are within eyesight and safe this is an acceptable break.</i>	Students are reminded to stay on task/ demonstrate appropriate behaviours. Using the example of the script below to maintain consistency and PBL language used.	All students should start the day on Active Learner. <b>The aim is to move children back to Active Learner if their behaviour improves as quickly as possible.</b>	Acknowledge positive behaviour	Acknowledge positive behaviour	Record in <i>Sentral</i> . Students that have the most Superstar points after 5 weeks are sent to Superstar Luncheon.

Reflection - Students are sent to reflection room if behaviour escalates, or if a physical incident or major incident occurs. Reflection is on second half of lunch. APs to contact home. APs to decide if a Parent/Student/Teacher/AP meeting to discuss strategies moving forward. Update to behaviour plan/ risk management may need to occur here.

Consistent teacher enforced breaks should have a meeting with AP and potential parent contact.


Students are moved from various levels for minor behaviours.


**Major behaviours that are at immediate risk of harm to self or others will require a call direct to office.**

**Consistency of moving – if on Superstar and they kick someone they go to reminder. They cannot stay on role model, superstar etc. But look to see if you can move back to active learner as quickly as possible.**

## APPENDIX 6

### OSPS Reset Sheets and Behaviour Continuum

 <b>In class Reset</b>		
Name:	Class:	Date:
What was happening?	What should have been happening?	What was stopping you from doing what should have been happening?
What impact has this had? On you and others?		What is your where to next?
Student sign:		Teacher sign:
Notes:		

 <b>Buddy Class Reset</b>		
Name:	Class:	Date:
What was happening?	What should have been happening?	What was stopping you from doing what should have been happening?
What impact has this had on you and others?		What is your where to next?
Student sign:	Teacher sign:	
Notes:	I have called the parent: <input type="checkbox"/>  I have entered into SENTAL: <input type="checkbox"/>	

### Positive Behaviours – Operation Dolphin – Managed by whole school staff

All positive behaviours result in students obtaining an Operation Dolphin ticket as well as moving upward on the PBL Flowchart toward Superstar.

Behaviour	Definition	Example	Consequence
<b>Academic</b>	Student has demonstrated an excellent effort for their level	Classwork and assessment activities are complete in a positive manner. Student is using 'whole body' always listening and uses manners	<ul style="list-style-type: none"> <li>• Operation Dolphin ticket</li> <li>• Parent contact</li> <li>• Photo in newsletter</li> <li>• Praise written on work</li> <li>• Classroom acknowledgement</li> <li>• Class reward / PBL Reward</li> </ul>
<b>Attendance</b>	Students have few absences. Students have increased their school attendance.	A student has increased their attendance percentage over time. A student is attending school daily.	<ul style="list-style-type: none"> <li>• Operation Dolphin ticket</li> <li>• Parent contact</li> <li>• Photo in newsletter</li> <li>• Praise written on work</li> <li>• Classroom acknowledgement</li> <li>• Class reward / PBL Reward</li> </ul>
<b>Behaviour</b>	Student demonstrates a high standard of school values and behaviour. They are a great consistent role model for peers. Students represents the school in many ways.	Polite to all, respectful, inspiring and an integral student across all areas of schooling.	<ul style="list-style-type: none"> <li>• Operation Dolphin ticket</li> <li>• Parent contact</li> <li>• Photo in newsletter</li> <li>• Praise written on work</li> <li>• Classroom acknowledgement</li> <li>• Class reward / PBL Reward</li> </ul>
<b><u>Extra Curricular</u></b>	<u>Student</u> represent the school in many ways. Student participates in the many opportunities available within Ocean Shores Public School.	SRC, Leadership team, sporting teams, debating, public speaking, spelling bee, choir, dance etc	<ul style="list-style-type: none"> <li>• Operation Dolphin ticket</li> <li>• Parent contact</li> <li>• Photo in newsletter</li> <li>• Praise written on work</li> <li>• Classroom acknowledgement</li> <li>• Class reward / PBL Reward</li> </ul>
<b>Social</b>	Student displays positive and kind connections with peers	The student says kind words to compliment a peer or unknown peers. The student assists others in the playground	<ul style="list-style-type: none"> <li>• Operation Dolphin ticket</li> <li>• Parent contact</li> <li>• Photo in newsletter</li> <li>• Praise written on work</li> <li>• Classroom acknowledgement</li> <li>• Class reward / PBL Reward</li> </ul>

## Minor Behaviours – Managed by Classroom and/or Playground Teacher

Please refer to school values and PBL Flowchart. Take into consideration student backgrounds, diagnosis and circumstances.

Teacher to remind students of expectations and redirect student.

At this stage, student will move to Reminder/Break on Flowchart and fill in an In Class reflection Sheet.

If behaviours continue, students will move to Buddy class with the Buddy Class Reflection Sheet. Any student who attends Buddy class will need to have had a phone call home to parents. The student will need to be added to Reflection Room at lunch time.

Behaviour	Definition	Example	Consequence
<b>Classroom and Playground Disruptions</b>	Behaviour causing disruption to student/class learning and lesson or a game in the playground. Student is not being inclusive of others	Inappropriate calling out, constant talking during class, making annoying sounds, walking around when not supposed to be, interfering with a game on purpose (not displaying good sportsmanship), tackling in a game (more than once)	If having to be told more than once and still causing disruption, move onto Break on PBL chart and fill in reset sheet. If on the playground, have a walk and talk with the teacher
<b>Property misuse</b>	Student is misusing school property or damaging it in a minor way	Throwing books, writing on desks, hitting others (lightly) with equipment, not putting things away properly	If having to be told more than once and still misusing property, move onto Break on PBL chart and fill in reset sheet.
<b>Rudeness</b>	Student is being rude to students and staff and displaying ill-mannered behaviours and/or comments being made.	Student is being bossy, dishonest, yelling, back chatting and yelling at the teacher. Continuation of impolite behaviours and comments are being made to make others feel inferior.	If having to be told more than once and still being non-compliant, move onto Break on PBL chart and fill in reset sheet.
<b><u>Non compliance</u></b>	Failure to respond to teacher request. This includes defiance, disrespect and arguing.	Saying no to an instruction – saying no to a task or moving away from out of bounds area.	If having to be told more than once and still being non-compliant, move onto Break on PBL chart and fill in reset sheet.
<b>Swearing</b>	Inappropriate words and gestures used in context	Cursing and non-threatening words and gestures. Inappropriate words and name calling. Muttering words under breath.	Instant move down on PBL chart and if on Break fill in reset sheet
<b>Teasing</b>	Making fun of others on a <b>one-time</b> incident	Mimicking others, name calling, chanting annoying sayings, backstabbing, provoking others, irritating others, laughing at others misfortune.	Instant move down on PBL chart and if on Break fill in reset sheet
<b>Late to class</b>	Consistently late to class after the bell (*This does not include the morning bell)	Consistently late to class after the lunch or recess bell.	Teacher to check for any issues that may be happening. Have a discussion with the student as to why they are arriving late. If this persists, a phone call home will be needed to converse with parents.
<b>Out of Bounds</b>	Consistently going out of bounds on the playground	Staff find student/s out of bounds on numerous occasions	Teacher to check for any issues that may be happening. Have a discussion with the student as to why they are in an out of bounds area. If this persists, a phone call home will be needed to converse with parents.

## Major Behaviours – Managed by Assistant Principal/Principal

**\*Does an incident report form need to be filled in?**

**\* Do the DEL or Police need to be contacted?**

Behaviour	Definition	Example	Consequence
<b>Truancing</b>	Partial or whole day truancy	Leaves the school grounds without teacher or parent permission	<ul style="list-style-type: none"> <li>Contact executive staff member</li> <li>Contact parent</li> </ul>
<b>Verbal Aggression</b>	Repeated swearing, name calling and abusive language toward others.	Saying hurtful, abusive words toward another. Using vulgar language or calling out unwanted nicknames to others.	<ul style="list-style-type: none"> <li>Follow department procedures (possible formal caution/suspension)</li> <li>Contact executive staff to remove the student from others</li> <li>Executive staff member to conference with reset sheet/paperwork</li> <li>Parent contact to be made.</li> </ul>
<b>Physical Aggression/Violence</b>	Physical contact and/or injury to another or self. Intent to hurt self or other. The use of equipment as a weapon to hurt another or self.	Causing bodily harm to another or self. Student continues to be heightened and won't calm down.	<ul style="list-style-type: none"> <li>Contact executive staff member for assistance</li> <li>Follow up statements to be written up</li> <li>Parent contact to be made</li> <li>Follow department procedures.</li> </ul>
<b>Absconding</b>	A student leaves the classroom/area with class and moves themselves to an alternate space	The student may need some time out from the others/classroom to regulate their emotions	<ul style="list-style-type: none"> <li>Monitor the student or call another staff member to monitor the student</li> <li>When the student is ready, have a restorative conversation. Ensure notes are taken</li> <li>Provide support for student</li> <li>Parent contacted if persists</li> </ul>
<b>Disrespecting School Property</b>	Deliberately damaging or destroying school, staff or student property	Smashing or breaking furniture, equipment or fixtures. Misusing resources and equipment, stealing items and graffiti on any item.	<ul style="list-style-type: none"> <li>Reflection room</li> <li>Contact Executive staff member</li> <li>Parent contact</li> <li>Follow department procedures (possible suspension or formal caution)</li> <li>Contact police if needed</li> <li>Provide support for student</li> </ul>
<b>Property Misuse</b>	Deliberately damaging or destroying school, student or staff	Smashing or breaking items, equipment or fixtures. Graffiti, theft, misusing resources and equipment.	<ul style="list-style-type: none"> <li>Contact an executive staff member to remove student for conferencing.</li> </ul>

	property or using it incorrectly on purpose.		<ul style="list-style-type: none"> <li>Contact parent.</li> <li>A reflection may be in place or follow department procedures for possible suspension.</li> </ul>
<b>Cyber Bullying/ Bullying</b>	<ul style="list-style-type: none"> <li>Physical – repeated and purposeful hurtful touching</li> <li>Verbal – repeated swearing, name calling, racist comments</li> <li>Psychological – repeated mind games, gossip and rumours</li> <li>Social – repeated isolation, ganging up</li> <li>Cyber – repeated online abuse via social media or emails</li> </ul>	<ul style="list-style-type: none"> <li>Vulgar language and words directed at a student or group</li> <li>Pushing, hitting, kicking, punching etc</li> <li>Making up rumours and lies about someone and spreading stories</li> <li>Being racist in any way</li> <li>'Pushing someone's buttons'</li> <li>Not being inclusive</li> <li>Writing comments or sending inappropriate photos via snapchat, facebook, Instagram, messenger, tiktok</li> </ul>	<ul style="list-style-type: none"> <li>Reflection room</li> <li>Contact Executive staff member</li> <li>Parent contact</li> <li>Follow department procedures (possible suspension or formal caution)</li> <li>Contact police if needed</li> <li>Provide support for student</li> </ul>
<b>Technology Misuse</b>	Seeking out and looking up inappropriate items and searches on technology. Using a mobile phone on school grounds.	Students must deliver their mobile phones or other items of technology into the office on arrival each day. Students are working in class on a specific topic and they go out of their way to look up something off task or inappropriate.	<ul style="list-style-type: none"> <li>Review the ICT contract with the child and ensure adequate time off technology suits the misuse.</li> <li>Contact the parents <u>in regard to mobile phone misuse</u></li> </ul>
<b>Health Risks</b>	Students are vaping or using e cigarettes/smoking	Students are smoking or vaping on school grounds or out of school in school uniform	<ul style="list-style-type: none"> <li>Reflection room</li> <li>Contact Executive staff member</li> <li>Parent contact</li> <li>Follow department procedures (possible suspension or formal caution)</li> <li>Provide support for student</li> </ul>
<b>Continuance of (After Buddy Reflection):</b>	After in class reset sheet and buddy class sheet have been completed to <b>student continues</b> with inappropriate behaviours.	The behaviours are a continuance of unwanted previous behaviours and/or new behaviours that are causing disruption.	The student is sent to the executive staff member off class for that day where a restorative conversation will occur. Parents are contacted.



## APPENDIX 7

### Anti-Bullying Interventions in Schools – what works?

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://education.nsw.gov.au/content/dam/main-education/about-us/educational-data/cese/2017-anti-bullying-interventions-in-schools.pdf