

NSW Department of Education

Shell Cove Primary School Behaviour Support and Management Plan

Overview

At Shell Cove Public School, our vision is to cultivate a dynamic learning environment where evidence-based practices and innovative approaches drive student engagement and achievement. We are committed to striving for excellence in education, empowering every student to reach their full potential.

Through collaboration and a focus on continuous improvement, we inspire curiosity, creativity, and critical thinking, preparing our students to thrive in a rapidly changing world. Additionally, we are dedicated to explicitly teaching and modelling positive behaviour while supporting all students in engaging with their learning. Our goal is to inspire every child to participate positively in the school community and beyond, promoting excellence, opportunity, and success for every student, every day.

We value and strive to develop learners who care for themselves, each other, and their community. Our daily practice is underpinned by principles of positive behaviour support, trauma-informed practice, inclusive practice, and social-emotional learning, with high expectations for student behaviour established and maintained through effective role modelling, explicit teaching, and planned responses.

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

- Positive Behaviour for Learning (PBL)
- The Resilience Project
- Rock and Water
- Student Academic Reports include behavioural expectations
- A whole school rewards system based on PBL
 - School wide rewards system, aligned to PBL and Whole School Values – Care Cards
 - Weekly stage-based assembly awards.
 - Fortnightly prestigious whole school-based assembly award
- Restorative justice and reflection program to address behaviour issues.

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

Shell Cove Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Shell Cove Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

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

Shell Cove Public School will communicate these expectations to parents/carers through the school newsletter, school website, social medias and School Bytes platforms. As required parent information sessions and individual student case conferences are also utilised to discuss expectations with our parent/carer community. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Shell Cove Public School has the following school-wide expectations and rules:

To be respectful, responsible and resilience learners.

At SCPS...	Care for Yourself	Care for Others	Care for our School
All Areas	<ul style="list-style-type: none"> • We listen to others • We follow staff instructions • We are in the right place at the right time • We are learners • We report issues to staff 	<ul style="list-style-type: none"> • We use kind language • We keep our hands, feet and objects to ourselves • We respect others and their property • We walk safely and quietly 	<ul style="list-style-type: none"> • We take care of school property • We keep our school clean

Behaviour code for students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour Code for Students](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom management	<ul style="list-style-type: none"> ▪ Strong teacher/student relationships ▪ Explicit teaching and modelling of specific skills including behaviour expectations and social skills ▪ Communication with parents around school expectations ▪ Class based systems of expectations and positive reinforcement ▪ Consistent teacher expectations, routines, modelling and responses to behaviour ▪ Liaison with previous teachers, pre-schools, external paraprofessionals ▪ Curriculum links, particularly in PDHPE (The Resilience Project) 	Whole school

Care Continuum	Strategy or Program	Details	Audience
Prevention	Support programs	Student support officers work in schools to enhance the wellbeing and learning outcomes of students. SSOs 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. They also have a pivotal role in working collaboratively with external and other government agencies in their support of students and their families.	Whole school
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, Students 3-6
Prevention	Professional learning	Trauma-informed Practice for Improved Learning and Wellbeing consists of four, 90-minute modules, which provide a foundational understanding of childhood trauma, its causes and impact for schools. Participants learn to recognise the signs that students have experienced trauma and develop a repertoire of inclusive strategies to mitigate its impact at school, both as individuals and through the implementation of school-wide systems.	All Staff
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Prevention	Reconciliation Action Plan	This resource provides initiatives to support the school build positive partnerships, respect and opportunities for Aboriginal and Torres Strait Islander peoples and the wider school community	Whole school

Care Continuum	Strategy or Program	Details	Audience
Prevention	The Resilience Project (School Partnership Program)	The Resilience Project (TRP) program aims to build resilience and happiness. This program focuses on promoting positive emotion, specifically; Gratitude, Empathy, and Mindfulness (GEM), as well as Emotional Literacy. The program has a whole school approach, working with the school community including teachers, students, and parents.	Students K-6 PL for Staff
Early Intervention	The Circuit	Recess and Lunch time program that explicitly teach social competence and interpersonal skills, and social emotional skill development	Targeted Students
Early Intervention	Learning Support Team & Teacher	Referral to learning support team for academic, social, emotional support.	
Early Intervention	Social Stories, visual cues and strategies, and routines	Curriculum links, particularly in PDHPE, History and English (literature) Restorative practices and circle time Drama and role play Self-regulation training – brain breaks, yoga, heavy work, weighted blankets	Students
Early Intervention	Anti-bullying strategies including cyber-bullying and internet safety	Incursions and Support programs including Cyber Marval Annual Police Liaison Officer Cyber safety program.	Students Parents
Early Intervention	School Counselling Service	School counselling staff support students by providing a psychological counselling, assessment and intervention service.	Students Parents Staff
Targeted Intervention	Rock and Water	Rock and Water is a course that is delivered over a number of lessons to students in primary or high school. A series of exercises and games are practised to develop confidence and self-reflection. The games are diverse and many have a martial arts origin.	Stage 3 Students

Care Continuum	Strategy or Program	Details	Audience
		<p>The program has a strong appeal to students who enjoy the active nature of the many games and drills.</p> <p>Students learn to stand strong, negotiate using “rock” or “water” verbal approaches, walk away from trouble, consider alternatives to aggression, and develop understandings about who they are, their intuitive feelings and their personal direction.</p>	
Targeted Intervention	Team around a School	Delivery Support ‘Team Around a School’ – Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, Behaviour Specialist, , Out of Home Care Teacher, Itinerant Support Teacher Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer, Home School Liaison Officer, Aboriginal School Liaison Officer, Assistant Principal Sensory (Hearing and Vision), Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator NDIS Transition Coordinator, Networked Specialist Facilitator.	Individual Students and Families
Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<u>Attendance support</u>	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual Students, Attendance Co-ordinator
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual Students, Parent/Carer, LAST, AP
Individual Intervention for students	School Learning Support Officers	SLSO support for implementation of modified individual expectations and goals. School developed programs to support behaviour and wellbeing.	Students Parents Staff
Individual Intervention for students	Sensory assessment and supports.	Implemented as required in consultation with specialists and parents.	Students Parents Staff

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention for students	Specialist allied health services	Allied health services to ensure learning adjustments are appropriate and effective for students.	Students Parents Staff
Individual Intervention for students	Professional Learning	Whole school professional learning relating to the specific needs of students. Targeted professional learning for staff.	Staff

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Shell Cove Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or 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.
- Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● seat change ● stay in at break to discuss/ complete work ● conference ● detention, reflection and restorative practices ● communication with parent/carer. 	<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● play or playground re-direction ● walk with teacher ● detention, reflection and restorative practices ● communication with parent/carer.

Shell Cove Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) and The Resilience Project (TRP) consist of evidence-based strategies used daily by teachers to teach self-regulation and emotional literacy. They support improvements in positive school engagement with peers, staff and learning, increase focus and strengthen student support networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

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 and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/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 Behaviour / wellbeing ITD system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PAX GBG and Positive Living Skills) weekly.	4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	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 school executive 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 for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Reporting and recording behaviours of concern

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

- [Incident Notification and Response policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher Time Out- a de-escalation strategy where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried.	As required	Classroom teacher/ Assistant Principal	Documented in School Bytes
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	½ of next available lunch break	Assistant Principal	Documented in School Bytes
Level card- a goal-based monitoring system to support positive engagement with a specific behavioural goal. The purpose is to continually monitor and celebrate success, with the aim of achieving the goal, successfully reteaching the behavioural expectation and moving off the level.	Minimum 1 week	Assistant Principal Supported by staff with Duty of care	Documented in School Bytes
Alternate play plan- withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	As required	Assistant Principal	Documented in School Bytes
Restorative practice – Completed throughout all behavioural support practices, to align with current research and best practice in supporting wellbeing and positive engagement with school.	Dependant on strategy	All staff supporting student with the incident	Documented in School Bytes (within recordings of incident)

Review dates

Last review date: [31/1/2025: Day 1, Term 1, 2025]

Next review date: [27/1/2026: Day 1, Term 1, 2026]

Appendix 1: School Wide Matrix



Shell Cove Public School School Wide Matrix



At SCPS...	CARE FOR YOURSELF	CARE FOR OTHERS	CARE FOR OUR SCHOOL
ALL AREAS	<ul style="list-style-type: none"> We listen to others We follow staff instructions We are in the right place at the right time We are learners We report issues to staff 	<ul style="list-style-type: none"> We use kind language We keep our hands, feet and objects to ourselves We respect others and their property We walk safely and quietly 	<ul style="list-style-type: none"> We take care of school property We keep our school clean
OFFICE	<ul style="list-style-type: none"> We wait patiently and quietly in the foyer 	<ul style="list-style-type: none"> We use our manners 	<ul style="list-style-type: none"> See all areas
WALKWAYS AND UNDERCOVER AREAS	<ul style="list-style-type: none"> We walk safely and quietly We play safely in wet weather 	<ul style="list-style-type: none"> We store bags neatly We move carefully around others 	<ul style="list-style-type: none"> See all areas
COLA/Hall	<ul style="list-style-type: none"> We walk safely We sit while eating 	<ul style="list-style-type: none"> We wait patiently for our turn in games We play fairly and safely We are inclusive 	<ul style="list-style-type: none"> We use equipment safely and appropriately
ASSEMBLIES	<ul style="list-style-type: none"> We enter quietly 	<ul style="list-style-type: none"> We move to and from class quietly We display our 6L's 	<ul style="list-style-type: none"> We are respectful of acknowledgments and anthems
CANTEEN	<ul style="list-style-type: none"> We line up for service 	<ul style="list-style-type: none"> We wait patiently for our turn in the line We use our manners 	<ul style="list-style-type: none"> We return the class canteen tubs
TOILETS	<ul style="list-style-type: none"> We are hygienic We wash our hands 	<ul style="list-style-type: none"> We use the toilet appropriately We respect people's privacy 	<ul style="list-style-type: none"> We report problems with equipment to staff
GRASS OVAL/ BASKETBALL COURT/ PLAYGROUND	<ul style="list-style-type: none"> We walk on hard surfaces We wear our school hat We are sun safe 	<ul style="list-style-type: none"> We play fairly and safely We play kicking games on the grass We are inclusive 	<ul style="list-style-type: none"> We use equipment safely and appropriately We take food to the COLA to eat
ABORIGINAL GARDEN	<ul style="list-style-type: none"> We move around Country safely We wear our school hat We use natural materials safely 	<ul style="list-style-type: none"> We respect others We are inclusive We are careful when moving natural materials 	<ul style="list-style-type: none"> We share the space We respect Country We care for Country
INNOVATION CENTRE	<ul style="list-style-type: none"> We let ourselves and others learn 	<ul style="list-style-type: none"> We help others with technology We listen to monitors 	<ul style="list-style-type: none"> We use equipment safely and appropriately
LIBRARY	<ul style="list-style-type: none"> We read books quietly 	<ul style="list-style-type: none"> We wait patiently for our turn in the line We use our manners We use a quiet voice 	<ul style="list-style-type: none"> We use equipment safely and appropriately We put books back in the right place
KISS AND DROP	<ul style="list-style-type: none"> We walk to our car after it stops We cross at the crossing We know the road rules We open car doors safely 	<ul style="list-style-type: none"> We wait sensibly for our car behind the yellow line 	<ul style="list-style-type: none"> See all areas
BUS	<ul style="list-style-type: none"> We wait sensibly for the bus We know road rules 	<ul style="list-style-type: none"> We listen to the teacher on duty 	<ul style="list-style-type: none"> We look after our belongings

Behaviour management flowchart

Shell Cove Public School - Steps to Support Positive Behaviour



Major (Managed by Senior Executive)			
Sent to Principal/Deputy Principal Meeting with parents	Misbehaviours <ul style="list-style-type: none"> Sexual harassment Bringing weapons to school Bringing or using drugs at school Forgery Vandalism 	Possible responses <ul style="list-style-type: none"> Respond with appropriate emergency/critical response plan Use exit plan Suspension Police involvement 	Follow up <ul style="list-style-type: none"> Enter follow up details on SENTAL When Necessary <ul style="list-style-type: none"> Gather written statement/s Discussion with supervisor and feedback to staff to inform WH&S Contact parent/carer Invoice parent/carer for property damage



Major (Managed by Assistant Principal)			
Reflection Phone call home	Misbehaviours <ul style="list-style-type: none"> Repeated minor behaviour Leaving school grounds Inappropriate behaviour in the toilets Targeted swearing Disrespect for property Misuse of technology Violent or aggressive behaviour Stealing Racist comments Bullying Inappropriate behaviour at representative events 	Possible responses <ul style="list-style-type: none"> Reflections given as consequence Remove student for discussion or time out Behaviour card level AP to notify ARCO (when racism is present) Respond with appropriate emergency/critical response plan Gather witness statements (where necessary) 	Follow up <ul style="list-style-type: none"> Enter follow up details on SENTAL Discuss incident with classroom teacher Contact parent/carer When Necessary <ul style="list-style-type: none"> Review/develop behaviour support plan with classroom teacher Learning and Support Team referral (includes school counsellor) Gather written statement/s

Minor (Managed by Classroom Teacher)			
Time out Reminder 2 Reminder 1	Misbehaviours <ul style="list-style-type: none"> Not completing tasks Disrupting others Not following instructions Out of bounds Unsafe play Lying Inappropriate language Littering 	Possible responses <ul style="list-style-type: none"> Tactically ignore Non-verbal message Redirect Explain choices/restate expectations Simple choices/logical consequences Verbal warning Reteach expected behaviour Time out in class or buddy class Withdrawal space/quiet corner 	Follow up <ul style="list-style-type: none"> Discuss behaviour with student/s For repeated behaviours <ul style="list-style-type: none"> Enter on SENTAL Follow up with parent/carer Discuss with supervisor

Positive Behaviour			
Care for Yourself <ul style="list-style-type: none"> We listen to others We follow staff instructions We are in the right place at the right time We are learners We report issues to staff 	Care for Others <ul style="list-style-type: none"> We use kind language We keep our hands feet and objects to ourselves We respect others and their property We walk safely and quietly 	Care for School <ul style="list-style-type: none"> We take care of school property We keep our school clean 	Possible Acknowledgement <ul style="list-style-type: none"> Care Cards Dojo Point Merit Awards 'SEA Award' Rewards day Classroom acknowledgement Positive reinforcement

Behaviour Definitions

Minor

- **Tactically ignore**
Ignoring misbehaviour that isn't affecting other students or staff
- **Not completing tasks**
Not completing set work when asked
- **Disrupting others**
Stopping others from learning or completing teacher instructions
- **Not following instructions**
- **Out of bounds**
Within school grounds
- **Unsafe play**
Play that results in physical injury to themselves or others
 - Fighting with sticks and rocks
 - Pushing other students
 - Gymnastics (handstands, cartwheels, hanging upside down on equipment)
 - Tackling
- **Lying**
- **Inappropriate language**
Accidental swearing, rude comments
- **Littering**

Major (Assistant Principal Managed)

- **Repeated minor behaviour (3-5 entries on Sentral of a similar behaviour in 1 week)**
- **Leaving school grounds**
- **Inappropriate behaviour in the toilets**
 - Throwing paper
 - Looking under toilet doors/walls
 - Playing with soap and water
- **Targeted swearing**
- **Disrespect for property**
Any intentional behaviour that results in property being damaged or or misused by a student
- **Misuse of technology**
 - Cyber bullying at school
 - Looking up inappropriate material
- **Violent or aggressive behaviour**
 - Threatening others verbally or physically
 - Physical violence
 - Increased instances would result in a log for bullying
- **Stealing**
- **Racist comments**
- **Bullying**
Ongoing harassment, teasing, violent behaviour, excluding others- please refer to the Shell Cove Public School Anti-Bullying Policy for further information
 - Repeated teasing
 - Repeated rumours/gossip
- **Inappropriate behaviour at representative events**
Any minor behaviour that happens at a representative event
 - At excursion
 - At sporting events

Major (Senior Executive Managed)

- **Sexual harassment**
 - Exposing private parts
 - Touching of private parts
 - Sexualised behaviours
- **Bringing weapons to school**
- **Bringing or using drugs at school**
- **Forgery**
Forging a copy or imitation of a document, signature or banknote
- **Vandalism**

Bullying Response Flowchart

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

