Calm and engaged classrooms Apply preventative strategies

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

Observe inappropriate behaviour

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

NO

Low level inappropriate behaviour

Manage it at teacher level

De-escalate the situation by calmly.

- correcting the behaviour (use 'I' statements
- identifying student need (environmental and/or learning)
- ensuring student understands corrective response

Provide positive verbal/nonverbal acknowledgement

responding proportionally to the level of behaviour displayed

Has the behaviour stopped or improved?

YES

YES

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

> Has the behaviour stopped or improved?

> > NO

NO

Behaviour of concern

YES

Teacher to inform executive staff and focus on safety.

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

- redirecting to another area or activity
- providing reassurance
- offering choices

Speak privately with student Executive/CT to calmly allow the student to explain the situation to identify ways to fix the problem. Executive to check-in with teacher for feedback and contact parent. Executive/CT to enter incident on Sentral wellbeing system. Is it safe for the student to return to normal routine?

NO

YES

Consider additional supports

Identify and engage support(s) for the student to return to normal routine: Refer to learning and support team/school counselling service, contact parents, conversation with teacher, refer to and/or revise individual student support plans.

Is additional time required for additional planning time? If so, refer to the principal for possible suspension.

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

Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Sunshine Bay 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.

First hour: Listen

- •Provide a safe, quiet space to talk and reassure the student that you will listen to them
- •Let them share their experience and feelings without interruption
- •As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely experience harm (from others or self) within the next 24 hours.

- •Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- •Write a record of your communication with the student and check with the student to ensure you have the facts correct

Day 1:

- •Enter the record in Behaviour / wellbeing Sentral system
- Document Notify school executive of incident if required in line with behaviour management flowchart
 - •Notify parent/s that the issue of concern is being investigated
 - •Gather additional information from other students, staff or family
 - •Review any previous reports or records for students involved
- Day 2: Collect Make sure you can answer who, what, where, when and how
 - ·Clarify information with student and check on their wellbeing
 - Evaluate the information to determine if it meets the definition of bullying (see above)
 - •Make a time to meet with the student to discuss next steps
 - •Ask the student what they believe will help address the situation
 - •Engage the student as part of the solution
 - Provide the student and parent with information about student support network
 - •Agree to a plan of action and timeline for the student, parent and yourself
 - •Document the plan of action in Behaviour / wellbeing System system
 - •Complete all actions agreed with student and parent within agreed timeframes
 - ·Monitor student and check in regularly on their wellbeing

Implement Seek assistance from student support network if needed

Day 4:

Day 3: Discuss

- •Meet with the student to review situation
- Discuss what has changed, improved or worsened
- •Explore other options for strengthening student wellbeing or safety

Day 5: Review • Report back to parent

- •Record outcomes in Behaviour / wellbeing Sentral system
 - •Continue to check in with student on regular basis until concerns have been mitigated
 - •Record notes of follow-up meetings in Behaviour / wellbeing Sentral system
 - Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
 - •Look for opportunities to improve school wellbeing for all students

Ongoing folllow-up

Appendix 3: Bullying Response Flowchart Buddy Class System



Buddy Class is not punitive. Rather, it is an opportunity for students to reset their mindset and recentre

themselves for learning in a different environment. Please encourage students to do so. Each classroom has a table that is used as a buddy class table when needed. The table does not

face the class and the student attending buddy class

should not disrupt the learning of that class. Buddy classes are not the class next door but from different stages and this changes each year.

Every class in the school has the same Behaviour Management process, including RFF, Library & Support Groups to allow for consistency across the school for teachers, casuals and students which are displayed in all of these settings:

- Step 1 1st Reminder
- Step 2 2nd Reminder
- Step 3 Time Out
- Step 4 Buddy Class (Referral by AP to OoPS reflection room)
- Step 5 Office

When a child gets to the buddy class step they are sent with work and they also need to complete the buddy class form to which will be discussed with their class teacher later to discuss what happened and strategies for coping in a more positive way should this happen again.

- The student is not sent back to their class until the end of the session.
- If a student goes to buddy class and continues to make poor choices, the off-class AP is called for that student to attend the office.
- The Buddy Class consequence MUST be recorded on Sentral by the class teacher and can be added to or amended by the buddy class teacher or AP
 - Wellbeing. Students sent to Buddy Class will need to be referred to OOPS reflection room by the AP.
- Please remember that after each break the student gets to reset and start fresh for each session.
- Serious behaviours of concern where there is a risk to the safety of others is referred to executive immediately.











Appendix 4: Badges & Safety, Respect, Learning Awards

Students are reminded/introduced to the school merit system as part of our Berry Street Education Model lessons at the commencement of each school year.

This includes:

- 1. The Safety, Respect and Learning awards given at assemblies
- 2. ClassDojo point system for badges students earn 50 stamps in order to receive their 1st badge, another 50 for the 2, 50 more for 3rd and then a cloth badge if totalling 200 points. These badges are usually given out from the middle-end of each term. No cloth badges are usually given before Term Four begins. Not all students receive all of their badges and sometimes badges can be held over due to classroom/playground behaviour
- Opportunities for celebrations days at end of term, showing work to principal, class celebrations and excursions are also discussed as ways of reinforcing positive behaviours at school

nd





Each year, students are invited to offers designs for our



major badge. Students vote to decide the winning design.

