Umina Beach School Behaviour Support and Management Plan

Overview

Umina Beach Public School is committed to academic excellence, student wellbeing, and a strong school community. Our vision emphasizes continuous growth, our purpose highlights holistic student success, and our values reinforce a supportive, respectful, and high-achieving culture.

OUR VISION:
To be an excelling school where every student, teacher and leader improves, thrives, learns and grows.

OUR PURPOSE:
To ensure our students meet and exceed their accademic goals and meet the needs of the whole child.

OUR VALUES:
We value excellence, respect and integrity within a culture of high trust and high support.

We work actively to develop safe, respectful learners in a caring learning community, equipping all students to participate positively in the school community and beyond. Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our vision, purpose and strategic goals, key programs prioritised and valued by the school community are:

Positive Behaviour for Learning

Expect Respect

Check in programs

Wellbeing mentoring

Restorative Practices

Chaplaincy programs

Top Blokes

Bro Code

Ophelia Project

Mentoring

Be You

Partnerships with the AECG and Mingaletta Community Programs

Partnerships with Umina PCYC

Police Liaison officers

High School connections

Student Voice and leadership opportunities

Social Projects Group

Lunchtime interest groups and activities

HPGE initiatives

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

Umina Beach 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. Our 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

Umina Beach Public School will partner with parents and 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

- inviting parents and carers to attend PBL meetings at the school on Thursday mornings at 8.30 am.

- using concerns raised through complaints procedures to review school systems, data and practices.

Umina Beach Public School will communicate these expectations to parents and carers through the school newsletter and school website. 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

Be Safe	Be Respectful	Be a learner
Hands and feet to self	Wear school uniform	Be organised
Right place, right time	Polite and positive talk	Be resilient
Report problems to a teacher	Care for all spaces	Be persistent
Move sensibly and safely	Listen to and follow instructions	Show pride
Use equipment correctly	Use appropriate noise level	

At UBPS, we reinforce a Positive Behaviour for Learning (PBL) culture, utilising the evidence-based framework of PBL to promote a positive school culture, emphasising the importance of Safe, Respectful Learner behaviour for all students. This approach helps create an environment where every student can thrive academically and socially.

At our school, we have established clear expectations for Safe, Respectful Learner behaviour. These values were selected following considerable consultation with students, staff, parents and carers and the community, reflecting values which are important and valued by our school community:

1. **Safe**:

We prioritise the physical and emotional safety of all students. This includes following school expectations, engaging safely with others, being aware of our surroundings and using equipment properly. Students are encouraged to report any unsafe situations or bullying to staff members immediately. The school teaches, practices and reinforces appropriate behaviour in various school settings, such as classrooms, playgrounds, and during excursions.

2. **Respectful**:

Respect is at the heart of our school values. Students are expected to treat themselves, their peers, and all staff members with kindness and consideration. This includes listening actively when others are speaking, using polite language, and appreciating the diverse backgrounds and perspectives within our school community. We promote the importance of respecting personal space and property, ensuring that everyone feels valued and included.

3. **Learner**:

Being a learner means taking ownership of one's education and demonstrating a commitment to personal growth. Students are encouraged to engage actively in their learning, ask questions, and seek help when needed. We emphasise the importance of resilience and perseverance in facing challenges, encouraging students to view mistakes as opportunities for learning. Collaborative learning is fostered, where students work together, support one another, and celebrate each other's successes.

Through PBL, we actively recognise and reward students who demonstrate Safe, Respectful Learner behaviour, reinforcing our expectations and contributing to a positive school climate. Regular discussions, assemblies, and classroom activities help to embed these values into our school culture. By working together, we create a nurturing environment where all students feel safe, respected, and empowered to achieve their best.

The full matrix of behaviour expectations for specific contexts across the school is provided on the following page.

Umina Beach Public School
Safe Respectful Learner

Setting	Safe	Respectful	Learners
All Settings	• Hands and feet to self • Right place, right time • Report problems to a teacher • Move sensibly and safely • Use equipment correctly	• Wear school uniform • Polite and positive talk • Care for all spaces • Listen to and follow instructions • Use appropriate noise level	• Be organised • Be resilient • Be persistent • Show pride
Classroom	• Enter and leave quietly and safely • Ask permission to leave • Walk inside the classroom	• Allow others to learn • Use the 5L's • Wait your turn	• Be responsible for own learning • Strive for quality work • Be positively involved
Toilet/Bubblers	• Right way, right use • Flush, wash, go • Leave food outside	• Respect the privacy of others • Take turns	• Be water wise • Use the toilets at an appropriate time • Use the closest toilet/bubbler
Canteen	• Line up and wait behind the yellow line • Order and move away	• Take class pass for lunch orders and return basket • Wait your turn • Listen to the leaders	• Spend own money • Go to the canteen at the right time • Have money ready • Know what to buy
Concrete	• Walk on hard surfaces • Small ball games only • Wear school hat • Keep steps and verandahs clear	• Play fairly • Put rubbish in bins • Return equipment when finished	• Song starts, line up • Establish games rules before playing • Eat in designated areas
Assembly	• Walk quietly when entering the hall • Use side stairs to accept awards	• Use the 5L's • Applaud appropriately	• Be positively involved
Bus	• Sit in correct bus line • Listen to and follow instructions • Keep distance from the bus • Sit and stay in your seat	• Phones in bags •	• Have bus pass ready • Know and follow bus expectations
Library	• Line up and wait for teacher instructions • Ask permission to leave • Stay where the teacher can see you	• Use appropriate noise level • Ask permission before touching and using resources • Use and return equipment correctly	• Remember weekly borrowing routine • Use the 5L's
Computers/ Online	• Keep passwords to self • Report any inappropriate behaviour • Use and carry equipment safely	• Charge devices when finished • Listen to and follow instructions	• Log out when finished • Look up appropriate sites/materials • Ask for help if needed
Transitions	• Walk on hard surfaces • Stay to the left	• Take turns • Use appropriate noise level	• Listen to and follow instructions
Fixed Equipment	• Wait for the teacher • Wear school hat • Walking on and around equipment • 3 body parts connected to equipment	• Wait your turn • Share equipment space	• Eat in designated areas • Use equipment appropriately • Song starts, line up
Office	• Walk, deliver message, leave	• Wait quietly for your turn	• Know the message • Return to class straight away
Ovals	• Wear school hat • Watch out for others • Play non-contact games	• Use and return equipment correctly • Share oval space • Play fairly	• Song starts, line up • Establish games rules before playing • Eat in designated areas

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 ere: Behaviour code for students.

NSW Department of Education

Behaviour code for students

Information for students and parents or carers

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of 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.

Behaviour code for students: Student actions

Promoting the inclusion, 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 across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- 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.

Telephone interpreter service

If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

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.

The UBPS Care Continuum is provided on the following pages.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	• Development of school core values around being safe, respectful learners with explicit PBL lessons and signage to promote positive behaviours	Whole School
Prevention	Positive Reward System	• Soaring Seagulls • Class rewards • whole school rewards • Weekly draws	Whole School
Prevention	Attendance	• Friyay crazy sock day • Letters home • Sentral communication • HSLO/APLAS support	Whole School
Prevention	Consistent Classroom Practice	• Classroom behaviour flowchart explicitly taught to staff • Phone policy implementation • Use of visual timetables/cues • Zones of regulation • Soaring Seagulls	Whole School
Prevention	Cultural Inclusive Initiatives	• EALD Support • Harmony Day	Whole School
Prevention	Wellbeing Inclusive Initiatives	• Social Skills programs • School Camps/excursions • School Chaplain Program • Anti-Bullying programs	Whole School
Prevention	Student Voice	• Parliament • Junior and Senior House Captains • Year 6 School Leaders • Student voice committee • Junior PBBL Team • Cultural Leaders • Social Projects Group	Whole School
Prevention	Class Formation	• Classes are formed on students social capacity and academic ability reviewed annually by Stage Aps and Deputy Principal • Class handover opportunities provided to staff to ensure relevant and appropriate information is shared between teachers to ensure smooth transition into the new year	Whole School
Prevention	Aboriginal and Torres Strait Islander	• PLP Yarn up • Cultural continuum excursions • Weekly education programs • School funded Aboriginal Education Resource Teacher • Cultural Leaders	Whole School
Prevention	Pedagogy	• APC&I coaching around consistent and best practice pedagogies to enhance student engagement and performance	Whole School
Prevention	Wellbeing Hub	• Sensory room available for students to support the regulation of their emotions. Students can self refer for breaks, or attend at scheduled times.	Whole School
Prevention	Social Supports	• Use of buddy benches to identify students in need of social support • Special interest clubs • SLSO facilitated games (PATCH) • Sporting/performing art teams • Buddy program between classes	Whole School
Prevention	Parent Involvement	• Parent teacher meetings • Parents invited to Aussie Assemblies and weekly PBL celebration • Sentral for communication	Whole School
Prevention	Police Youth Liaison Officer	• Stage 2 and 3 engagement in cyber safety and road safety programs.	Whole School

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Playground Initiatives	• Structured play • Playground cards • Designated areas of play K-2/3-6	
Early Intervention	Classroom Initiatives	• Use of space/calm down areas in all classrooms for identified students • Reset and reflect opportunities-use of buddy class • Communication with parents ie: phone calls, structured seating	Individual Students
Early Intervention	Learning and Support Team	• Weekly meeting involving Deputy Principal, school counsellor, learning and support teachers, EALD and COVID ILSP to support students learning and behaviour needs. • Identification of Tier 1 students • PLaSPs	Individual Students
Targeted Intervention	Behaviour and Learning and Support in the classroom	• LaST work with teachers, students and families to support students requiring personalised support • Goal setting and behaviour support planning • SLSO support in class • Behaviour support strategies ie brain breaks, alternative seating arrangements • Sensory support ie ear defenders, wobble cushions. chairs • Sort and talk and restorative practice • Wellbeing check-ins • Parent meetings-conferences	Indiviual students
Targeted Intervention	Behaviour support in the playground	• SLSO support on the playground • Playground cards • Structured play	Individual students
Targeted Intervention	Time out	• Students identified by classroom teacher, assistant principal, deputy principal • Student given timeout to access identified mentor/support in regulating behaviour	Individual students
Targeted Interventions	Wellbeing Programs	• Weekly groups to support emotional regulation and building social skills	Individual and groups of students
Individual Intervention	Police Youth Liaison Officer	• Engagement in 1-1 or group programs, parent meetings, counselling and identification of mentoring programs	Groups and Individual students
Individual Intervention	Negotiated Attendance Plans	• 5 Weekly negotiated attendance plans with parent consultation to support student needs	Individual students
Individual Intervention	Behaviour Planning	• Behaviour Response Plans • RISK Management Plans • Individual Behaviour Support Plans • Intensive Intervention Plans • Safety and Wellbeing Plans • Behaviour Support Plans	Indiviudal Students
Individual Intervention	Team around the school	• Learning and Wellbeing Officer • APLAS • HSLO • AAO • Behaviour Specialist • Network Specialist Facilitator • OOHC Teacher	

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 2.

Umina Beach Public School staff will 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.

Proactive, corrective responses are recorded on the school's centralised behaviour and wellbeing system. These include:

Classroom	Non-classroom setting
• Reminder of classroom expectations • re-direct • offer choice • error correction + offer learning assistance • prompts • reteach • seat change • stay in at break to discuss/ complete work • individual chat/conference • reflection opportunities • sort-and-talk and restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction + offer assistance • prompts • reteach • play or playground re-direction • walk with teacher • individual chat/reflection opportunity • sort-and-talk and restorative practices • communication with parent/carer.

To the view the school's UBPS Anti-Bullying Plan, please refer to Appendix 3.

Umina Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) is a school framework and social learning continuum that consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer 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.

Students who have complex needs may experience difficulty meeting the universal requirements of the school and need extensive, individualised support. These students are identified through the school's learning and support processes and will be allocated a support person who will assist in setting highly personalised, achievable goals that will support the student to meet behaviour expectations and experience success, a sense of belonging, and enjoyment at school. Goal setting, progress updates and review of progress will take place in consultation with the student and their parents/carers throughout the year.

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 Sentral Wellbeing 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 via whole-school PBL lessons on a weekly basis.	4. Teacher records on Sentral Wellbeing 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	Teacher contacts parents by phone or email when a range of corrective responses have not been successful.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside

| given at fortnightly school assemblies. | Individual planning and referral to Learning Support Team may be discussed. | 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 the school's Sentral Wellbeing 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

- reflection and restorative practices (Sort and Talk)

- 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 procedure
- Student Behaviour policy and Suspension and Expulsion procedures.

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?
Sort and Talk room – a structured debriefing and planning after a crisis	Next day at either lunch or recess break	Deputy Principal	Documented in Sentral

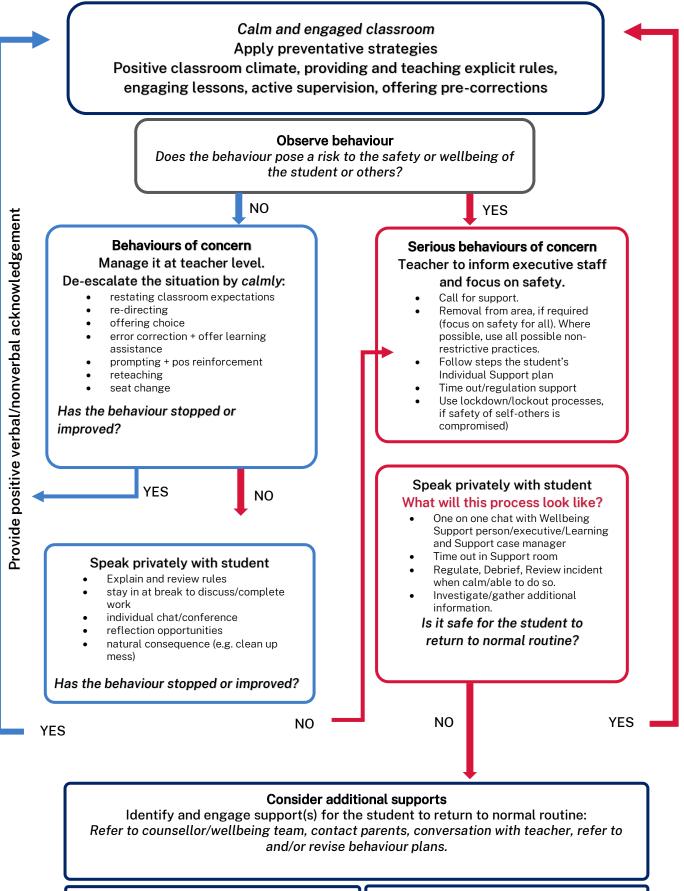| Strategy	When and how long?	Who coordinates?	How are these recorded?
event or behaviour of concern with an individual student (reflection)			Wellbeing System
Restorative play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices (individual or group)	Next break	Deputy Principal	Documented in Sentral Wellbeing System
Restorative practice – peer mediation or circles in groups, as part of Sort and Talk processes	Scheduled for either lunch or recess break	Deputy Principal	Documented in Sentral Wellbeing System

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart

Calm and engaged classroom
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections

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

NO

YES

Behaviours of concern
Manage it at teacher level.
De-escalate the situation by *calmly*:
- restating classroom expectations
- re-directing
- offering choice
- error correction + offer learning assistance
- prompting + pos reinforcement
- reteaching
- seat change

Has the behaviour stopped or improved?

Serious behaviours of concern
Teacher to inform executive staff and focus on safety.
- Call for support.
- Removal from area, if required (focus on safety for all). Where possible, use all possible non-restrictive practices.
- Follow steps the student's Individual Support plan
- Time out/regulation support
- Use lockdown/lockout processes, if safety of self-others is compromised)

YES

NO

Speak privately with student
- Explain and review rules
- stay in at break to discuss/complete work
- individual chat/conference
- reflection opportunities
- natural consequence (e.g. clean up mess)

Has the behaviour stopped or improved?

Speak privately with student
What will this process look like?
- One on one chat with Wellbeing Support person/executive/Learning and Support case manager
- Time out in Support room
- Regulate, Debrief, Review incident when calm/able to do so.
- Investigate/gather additional information.

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

YES

NO

NO

YES

Provide positive verbal/nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

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

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

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

Appendix 2: Bullying Response Flowchart

First hour: Listen
- Identify bullying behaviour, including cyber-bullying
- 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
- If you hold immediate concerns for the student's safety, tell the student how you will address concerns (refer to mandatory reporter responsibilities). Immediate excalation necessary where there is a concern that the student may experience harm (from others or self) within next 24 hrs.

Day 1: Document
- 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
- Enter the record in Sentral Wellbeing
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- 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

Day 4: Implement
- Document the plan of action in Sentral Wellbeing
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Sentral Wellbeing

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Sentral Wellbeing
- 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

Appendix 3: UBPS Anti-Bullying Plan