

# **THE NOWRA WAY**

## Behaviour Support and Management Plan

## Overview

Nowra Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our vision is a school where every student learns, grows and belongs in an equitable and inclusive school community. We strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social and emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Nowra 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

Nowra 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 feedback through schools surveys, consulting with the P&C and the Nowra AECG, and
- using concerns raised through complaints procedures to review school systems, data and practices.

Nowra Public School will communicate these expectations to parents/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

<b>The Nowra Way</b>			
<b>At Nowra Public School we are safe, respectful, responsible learners.</b>			
<b>We are Safe</b>	<b>We are Respectful</b>	<b>We are Responsible</b>	<b>We are Learners</b>
Right place, right time	Use manners	Look after our belongings	Stay on task
Hands and feet to self	Hand up to speak	Look after our school environment	Ask for help
No hat, no play	Listen to others	Follow instructions	Try our best
Walk on hard surfaces	Wear correct uniform	Attend school every day	Help others learn

## 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 [Behaviour Code for Students](#). This document translated into multiple languages can be found here [Behaviour Code for Students translated](#).

## 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.

## WHOLE SCHOOL APPROACH: CARE CONTINUUM

Strategy/Program	Details	Audience
<b>PREVENTION</b>		
The Nowra Way - explicit behaviour program	Students are explicitly taught the whole school behaviour expectations.	All students K-6
Trauma Informed Practices	A calm, consistent and predictable classroom provides a safe learning environment for all students and particularly those who have been exposed to adverse childhood experience or trauma. The neuroscience underpinning trauma informed practices is applied in all classrooms across the school.	All students K-6
Life Skills Go Wellbeing Program	Life Skills GO, is an emotion and wellbeing data collection tool that measures student readiness to learn, and is supported with evidence-based and curriculum aligned resources.	All students K-6
Zones of Regulation	An evidence-based social and emotional learning curriculum and regulation program to build safe, supportive environments that foster learning and wellbeing.	All students K-6
Friendly Schools Plus	Friendly Schools helps build critical social and emotional skills, create positive, safe and supportive learning environments, and significantly reduce bullying in schools. The evidence based program is backed by extensive research in Australian schools and is recognised nationally and internationally as one of the most comprehensive and thoroughly tested approaches to enhance student wellbeing.	All students K-6
National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All students K-6
Child protection	Teaching child protection education is a mandatory part of the syllabus.	All students K-6

## WHOLE SCHOOL APPROACH: CARE CONTINUUM

Strategy/Program	Details	Audience
<b>EARLY INTERVENTION</b>		
Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> 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 students K-6
Gudhungal Marring Mentoring Program	Aboriginal mentors provide cultural mentoring and wellbeing support in small groups.	Aboriginal and/or Torres Strait Islander students
Waminda Programs	Aboriginal mentors provide cultural mentoring and wellbeing support in small groups.	Aboriginal and/or Torres Strait Islander female students in Stage 2 and 3
<b>TARGETED INTERVENTION</b>		
Learning Support Team	The LST works with teachers, students and families to support students who require personalised learning and support.	All students K-6
Multi Lit Literacy Program	Mini Lit and Macq Lit are evidence based targeted intervention programs delivered in small groups for students who require additional support in literacy.	Individual students in Stage 1 and Stage 2
Attendance Support	The LST refer students to the Deputy Principals who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students K-6
Ask Wellbeing Programs	A range of programs delivered in small groups by our Wellbeing Officer. A wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills.	Individual students in Stage 3

## WHOLE SCHOOL APPROACH: CARE CONTINUUM

Strategy/Program	Details	Audience
<b>INDIVIDUALISED INTERVENTION</b>		
Keep Your Cool at School program	A school-based social and emotional learning program that explicitly teaches students the skills to regulate their emotions at school and make more acceptable choices. Based on trauma-informed practice and the Zones of Regulation, it is a proactive intervention program designed to support students with complex behaviours. Designed for students at risk of suspension.	Individual students K-6
Individualised Behaviour Support	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students K-6
Wellbeing Check Ins	Regular check ins by Wellbeing Officer or Learning and Support Team to provide additional support to students experiencing challenges with mental health.	Individual students K-6

# 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.

Nowra 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 or the school's Wellbeing Officer.

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

Positive relationships underpin all approaches to preventing and responding to behaviours of concern at Nowra Public School. Staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

When responding to behaviours of concern, staff follow a cyclical process of implementing evidence-informed practices that are aligned to the care continuum and underpinned by our trauma-informed, strengths-based, positive education framework. See Appendix 2.

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. 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.

## NPS BEHAVIOUR RESPONSE CYCLE

### PREVENTION: CONNECT

1. Positive student teacher relationships are created through a range of intentional strategies.
2. Effective classroom management strategies are implemented.
3. High expectations are explicitly taught and modelled.
4. Positive reinforcement through positive recognition, feedback and acknowledgement including the NPS Yilag Awards and Yilag Rewards Day.
5. Consistent, predictable routines are explicitly taught and implemented across the whole school.
6. Patterned, repetitive movement is implemented for whole classes and individuals.
7. Social and emotional learning including regulation skills and strategies are explicitly taught across the whole school.
8. Strategies to know and develop students' strengths and character are implemented in each classroom.
9. Culturally safe classrooms are created through aboriginal pedagogies, celebrating cultural diversity, inclusion and equity, and student perspectives.

### EARLY INTERVENTION: CORRECT

1. Non-verbal prompts such as proximity and body language are used to provide students with a clear, visible corrective gesture.
2. Verbal prompts are used to address students' disengaged or disruptive behaviour by reminding them of expectations and allowing them time and space to respond positively and re-engage with their learning.
3. Planned ignoring of low-level inappropriate behaviour can allow students time to correct their own behaviour.
4. Re-directs are brief, neutral instructions used to explicitly remind the student what they should be doing.
5. Re-teach of expectations is used when inappropriate behaviour continues.

## NPS BEHAVIOUR RESPONSE CYCLE

### TARGETED INTERVENTION: CHOICE

1. Limited choices are given to correct and discourage disengaged or disruptive behaviour and support reengagement and participation.
2. Take a break is a self-directed time-out strategy that enables a student to remove themselves from a situation or environment that causes stress or may be triggering. It is often used to prevent an escalation of behaviour or provide opportunities for students to regulate emotions and behaviour.
3. Stop and think allows students time to correct their behaviour, receive support or receive a consequence.
4. Chance to change provides students with a final chance to correct their behaviour, receive support or receive a consequence.
5. Ready to Learn Plan is developed when students require repeated use of Take a Break or Chance to Change strategies. These plans are developed in collaboration with the student and a copy is sent home to parents/carers.

### INDIVIDUALISED INTERVENTION: CONSEQUENCES

#### Teacher managed:

1. Incidents are recorded in School Bytes by the end of the school day. Incidents are referred to executive if needed. Incidents are monitored over time and teacher communicates with parents/carers if incidents are repeated or ongoing.
2. Teacher-directed Time out is a planned behaviour intervention and if repeatedly used it is included as part of a behaviour support plan. It aims to prevent behaviour escalation and support the teaching of appropriate behaviour and skills, such as self-regulation. It is used for the shortest possible time and the student is welcomed back to class as soon as their behaviour has deescalated. Parents are notified when Time Out is used via email through School Bytes by the end of the day.
3. Time in is used when previous strategies have proved ineffective in reducing inappropriate behaviour. Students spend time having a restorative conversation with the teacher during break time. The first incident is no more than 5 minutes, repeated incident is 10 minutes at break time. Parents are notified via email through School Bytes by the end of the day.

## NPS BEHAVIOUR RESPONSE CYCLE

4. Yellow Behaviour Card is a highly effective research based intervention that improves student accountability, increases structure, improves student behaviour when other interventions have failed, provides feedback and adult support, improves daily home/school communication and collaboration, improves student organisation and motivation, helps students to self monitor and correct, internalises success and accomplishment of goals. The teacher co-develops a behaviour goal and reward with the student for the following 5 days. The student checks in with the teacher each morning, at the end of each session and at the end of the day. The student takes the card home each day to be signed by parent/carer and returned to the teacher during the morning check in. Parents/carers are notified when a Yellow Behaviour Card is implemented via email through School Bytes by the end of the day.

5. Yellow Playground Card is used for instances of physical aggression in the playground. The plan is implemented for 5 days and involves the student having a set activity at each break time. The plan is monitored and signed by the teacher on duty at each break. Parents/carers are notified via email through School Bytes by the end of the day.

### **AP (Assistant Principal) managed:**

1. In-class support may be provided by executive staff to teach, monitor and support the student's behaviour.

2. Exec time out is a planned behaviour intervention and if repeatedly used it is included as part of a behaviour support plan. It aims to prevent behaviour escalation and support the teaching of appropriate behaviour and skills, such as self-regulation. It is used for the shortest possible time and the student is welcomed back to class as soon as their behaviour has deescalated. Parents are notified when Time Out is used via email through School Bytes by the end of the day.

3. AP Supervised Play during break time may be used to hold restorative conversations with younger students and provide an opportunity to re-teach expectations and self regulation skills through play. Parent/carers are notified when Supervised Play is used via email through School Bytes by the end of the day.

4. AP Reflection during break time provides timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and to make positive choices. Parent/carers are notified when Supervised Play is used via email through School Bytes by the end of the day.

5. Red Behaviour Card (either class or playground) is implemented following AP Reflection. It improves student accountability and provides daily home/school communication to ensure inappropriate behaviours are not repeated. Parents/carers are notified via email through School Bytes by the end of the day.

6. Letter of concern is sent via email through School Bytes following a conversation between the AP and the parent/carer. The letter details the behaviour of concern, the consequences that have been implemented and the possible consequences that may be implemented in the future if the behaviour is repeated or ongoing.

## NPS BEHAVIOUR RESPONSE CYCLE

### DP (Deputy Principal) managed:

1. DP Reflection during break time provides timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and to make positive choices. Parent/carers are notified when Supervised Play is used via email through School Bytes by the end of the day.

2. Formal caution is issued, in line with Department of Education Student Behaviour Policy, that provides an opportunity for the student and their parent/carers to understand the impact of the student's behaviour or behaviours of concern and to engage in positive behaviour supports and strategies to address the behaviour or behaviours.

3. Referral to a school-based program such as Keep Your Cool at School may be made to support the student to address and correct the behaviour of concern.

4. Suspension may be considered by the principal following a thorough review of the incident by the Deputy Principal. Suspension can be a critical safeguard that principals may use as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. The purpose of suspension is to allow the school to implement appropriate supports to address the student's complex and challenging behaviour or behaviours, mitigate any unacceptable risks to students and staff and enable the student's return as soon as is appropriate. Suspensions are issued in line with the Department of Education's Suspension and Expulsion procedures.

### PREVENTION: RE-CONNECT

1. Teacher positively welcomes the student returning to class following the implementation of consequences.

2. Teacher uses an empathy statement to communicate their care and concern to the student.

3. Teacher lets go of the incident and encourages student to make a fresh start in the classroom.

4. Teacher reviews the Connect strategies and implements strategies as appropriate.

5. If needed, teacher plans next steps in collaboration with their AP. Actions may include: reviewing and implementing consequences; developing or reviewing a Behaviour Response Plan, Behaviour Support Plan, Individual Learning Plan or Risk Assessment as needed; referral to the Learning Support Team; report to Incident Report and Support Hotline if relevant; seeking further advice and support from the Deputy Principal, Learning and Wellbeing; and seeking further support from the 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 School Bytes. 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	Time - when and how long?	Who - coordinates?	Records - where and when
<u>Time In</u> - restorative conversation with teacher during play time.	1st incident - 5 mins 2nd incident - 10 mins	Teacher	School Bytes by end of day
<u>Playground Plan</u> - withdrawal from free choice play to a specific activity monitored by the teacher on duty.	Both breaks for 5 days	Teacher	School Bytes by end of day
<u>Supervised Play</u> - withdrawal from free choice play to the Cool Room to support student to develop self-regulation skills through play and sensory activities.	Next break	Assistant Principal	School Bytes by end of day
<u>AP Reflection</u> - structured debriefing and planning with a student following a serious behaviour of concern.	Next break	Assistant Principal	School Bytes by end of day
<u>DP Reflection</u> - structured debriefing and planning with a student following a serious behaviour of concern.	Next break		School Bytes by end of day

## Review dates

**Last review date:** 31 January 2025 - Day 1, Term 1 2025

**Next review date:** 28 April 2025 - Day 1, Term 2 2025

# Appendix 1: Behaviours of Concern

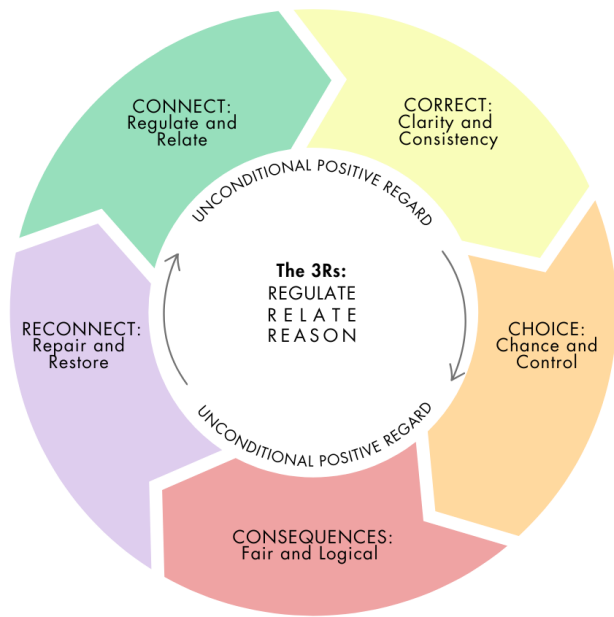
TIER 1	TIER 2	TIER 3	SUSPENSION
<p>Disobedience/disruptive behaviour</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Not doing work</li> <li>• Out of seat</li> <li>• Not following instructions</li> <li>• Unprepared for learning</li> <li>• Late to class</li> <li>• Calling out</li> <li>• Distracting others</li> <li>• Lack of personal space/ boundaries</li> </ul>	<p>Disobedience/disruptive behaviour</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Running/jumping on furniture</li> <li>• Continued refusal to follow instructions eg. not getting down from tree</li> <li>• Continued disobedience/non-compliance</li> </ul>	<p>Disobedience/disruptive behaviour</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Continued disruptive behaviour posing an unacceptable risk</li> </ul>	<p>Continued/persistent disobedience and/or disruptive behaviour</p>
<p>Absconding</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Going to bathroom without permission</li> <li>• Leaving the classroom and going to bag room or area outside room</li> </ul>	<p>Absconding</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Absconding from classroom to playground</li> <li>• Climbing out window</li> </ul>	<p>Absconding</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Absconding from school grounds</li> </ul>	<p>Continued/persistent disobedience and/or disruptive behaviour</p>
<p>Technology misuse</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Not handing in technology</li> <li>• Breaching iPad agreement</li> </ul>	<p>Technology misuse</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Continued/repeated misuse of technology</li> </ul>	<p>Technology misuse</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Cyber-bullying</li> </ul>	<p>Misuse of technology</p>
<p>Verbal incident</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Using unkind words with intent</li> <li>• Inappropriate language</li> </ul>	<p>Verbal incident</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Discriminatory comments</li> <li>• Sexual comments</li> <li>• Swearing at staff or students with intent</li> <li>• Offensive language/gestures</li> </ul>	<p>Verbal abuse</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Verbal abuse</li> <li>• Targeted discriminatory comments</li> <li>• Bullying</li> <li>• Harassment/intimidation/threat</li> </ul>	<p>Discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity</p>



TIER 1	TIER 2	TIER 3	SUSPENSION
		<p>Bullying</p> <ul style="list-style-type: none"> <li>Physical, verbal or social behaviours that involve a misuse of power, is intentional, ongoing and repeated, and causes harm.</li> </ul>	<p>Bullying and cyber-bullying</p>
<p>Property damage</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>Inappropriate drawing on self, others, property</li> </ul>	<p>Property damage</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>Damage to property</li> <li>Stealing</li> <li>Throwing furniture around classroom</li> </ul>	<p>Property damage</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>Intentional damage to property posing an unacceptable risk</li> <li>Malicious theft of property</li> </ul>	<p>Malicious damage to, or theft of, property</p>
	<p>Use of weapon</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>Using an implement to threaten harm</li> <li>Using an implement to physically contact another student without causing injury</li> </ul>	<p>Use of weapon</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>Using an implement to seriously threaten harm</li> <li>Using an implement to physically harm others</li> </ul>	<p>Using an implement as a weapon</p> <p>Being in possession of, or using weapons, including firearms and knives (excluding kirpans, in line with LIB22)</p>
		<p>Sexualised behaviour</p>	<p>Engaging in sexual harassment, sexual assault or sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others</p>
		<p>Tabacco/vaping</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>Possession of vape</li> <li>Use of vaping</li> <li>Distribution of vape</li> </ul>	<p>Being in possession of, uses or supplies tobacco, vaping devices, alcohol, and e-cigarettes</p> <p>Possession of, uses or supplies a suspected illegal/restricted substance</p>

TIER 1	TIER 2	TIER 3	SUSPENSION
<p>Physical incident</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Not keeping body to self - pushing, wrestling, poking</li> </ul>	<p>Physical aggression</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Deliberate physical aggression</li> <li>• Reacting with physical aggression</li> <li>• Physical aggression with mutual involvement</li> <li>• Threatening physical harm</li> <li>• Minor hit/slap on body below shoulders</li> <li>• Kicking others away</li> </ul>	<p>Physical violence</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Physical violence resulting in harm to others</li> <li>• Seriously threatening physical harm</li> <li>• Biting</li> <li>• Choking</li> <li>• Punch/slap to head</li> </ul>	<p>Seriously threatening or engaging in physically violent behaviour</p>

# Appendix 2: Behaviour Response Cycle



## CONNECT - DAILY PRACTICES

- Positive student-teacher relationships
- Effective classroom management
- High expectations
- Positive reinforcement
- Consistent, predictable routines
- Patterned, repetitive movement
- Regulation skills and strategies
- Know your students
- Culturally-safe classrooms

## CORRECT - TIER 1 and 2

1. Prompt - nonverbal
2. Prompt - verbal
3. Planned ignoring
4. Re-direct
5. Re-teach

## CHOICE - TIER 2 and 3

1. Limited choice
2. Take a break
3. Stop and think
4. Chance to change
5. Ready to Learn Plan

## CONSEQUENCES - TIER 2 and 3

### TIER 2 & 3

#### TEACHER:

1. Record in School Bytes
2. Time out in buddy class
3. Time in with teacher
4. Yellow Behaviour Card
5. Playground Plan
6. Parent meeting

### TIER 2 repeated & 3

#### EXEC:

1. In-class support
2. Time out with exec
3. AP Supervised Play
4. AP Reflection
5. Red Behaviour Card
6. Letter of Concern

### TIER 3 if needed

#### SENIOR EXEC:

1. DP Reflection
2. Formal caution
3. Refer to program
4. Suspension

## RECONNECT - TIER 1, 2 and 3

1. Welcome student return
2. Empathy statement, communicate care
3. Let go of incident
4. Review and implement connection strategies
5. Next steps - supporting behaviour checklist

# Appendix 3: Bullying Response Flowchart



## Nowra Public School Bullying Response Flowchart

The following flowchart explains the actions Nowra 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.

