

## School Behaviour Support and Management Plan Briar Road PS

## Overview

Briar Road Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. We value and strive to develop safe, respectful learners in a caring learning community. Our goal is to provide a high-quality education through inclusive relationships to empower our students to succeed.

Principles of positive behaviour support, trauma informed practice, inclusive practice, and social emotional learning underpin our daily practice with high expectations of student behaviour. Briar Road Public School has a no tolerance stance on all forms of bullying and is committed to creating a safe and respectful learning community. We ensure every student is known, valued and cared for where every student can thrive academically, socially, and emotionally.

## Partnership with parents and carers

Briar Road Public School highly values strong and authentic partnerships with parents and carers. There are clear expectations for parent and community engagement in developing and implementing student behaviour management. Briar Road staff are committed to the ethos of being humble, hungry and smart, which leads to stronger and more authentic interactions and high expectations relationships with the school community.

Strong and regular communication is provided to our families which involves a range of methods including face to face, informal and formal meetings with parents and phone calls. We use surveys and feedback gathered throughout the school year and use a range of social media platforms to ensure communication is consistent with all key stakeholders.

Any concerns raised are proactively addressed with timely feedback and information to families. Ongoing data collection ensures the school is responsive to proactively making the required adjustments to support student behaviour. Resources and prevention strategies are shared with the school community as we strive to work in collaboration with parents and carers. This ensures a shared understanding of how to support student learning, safety, wellbeing and positive behaviour.

## School-wide expectations and rules

Briar Road Public School has established the following expectations:

Be Safe	Be Respectful	Be a Learner
Keep hands and feet to yourself Ask the teacher before you leave the room Use and carry equipment safely Chairs tucked in and classroom clutter free Ensure bags are kept in a safe area and remain tidy At assemblies or special school events stay in your spot with your best manners Follow instructions	Put your hand up to speak Wear school uniform each day Follow teacher instructions the first time Use good manners and show 'Lowanna Learners' Respect other people's belongings Work quietly and don't distract others Politely ask to go to the canteen or toilet Be kind to others Play by the rules	Always do your best Be prepared to learn Join in with class discussions Finish your work to the best of your ability Ask the teacher for help Help others if they need it Have a positive attitude towards learning Take pride in your schoolwork

<p>When called to the stage, always walk</p> <p>Always walk around the school, using footpaths and staying in your line</p> <p>At lunch and recess sit down to eat</p> <p>Stay in bounds when playing in the playground</p> <p>Use all equipment safely</p> <p>Wear a hat when outside and bring it to excursions and sporting events</p> <p>Run only on the grass</p> <p>Play safe, fair games and play by the rules</p>	<p>Sing the school song and anthem with pride</p> <p>Enter and leave quietly when visiting school areas (hall, library)</p> <p>Walk around the school quietly</p> <p>Be a good sport</p> <p>Use your manners when visiting the canteen</p>	
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### 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. Briar Road Public School uses this code to empower our students to become safe, respectful, learners by promoting a holistic approach that values the whole child and their wellbeing. A range of strategies and systems are used to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations, that align to the behaviour code.

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Behaviour Specialist	Professional Learning for key stakeholders including staff and the wider community. Establishing routines, structure and boundaries to ensure students are supported to be ready for learning.	Teachers Families
	Sista Speak	A cultural mentoring program which has a strong cultural focus on identity and aims to support and empower Aboriginal girls across the school.	Aboriginal and Torres Strait Islander girls
	Bro Speak	A cultural mentoring program which has a strong cultural focus on identity and aims to support and empower Aboriginal boys across the school.	Aboriginal and Torres Strait Islander boys
	PBL Tier 1	PBL Tier 1 schoolwide and classroom systems of support brings together all key stakeholders to contribute to developing a positive, safe and supportive learning culture. The use of the classroom management checklist and classroom systems checklist. Refer to the PBL folder on Microsoft Teams.	Students K-6
	Preschool Transition	Students from the Preschool participate in the transition to Kindergarten program. This includes lunch and recess	Preschool Kindergarten

Care Continuum	Strategy or Program	Details	Audience
		transition and in class transitions to prepare them for the following year.	
	Handover of Student Information	In Term 4 handover of critical information for all students. There is an emphasis on any Tier 2 and 3 students with sharing of strategies that work/interventions/IEP's and plan sharing.	All teachers
	Wellbeing PL	Professional learning opportunities for staff around student wellbeing and trauma informed practices.	All teachers
	National Week of Action Bullying Prevention	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year. This is accompanied by other performers ie Backflips Against Bullying.	Students K-6
	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.	School community
	Child Protection	Teaching child protection education is a mandatory part of the NSW DoE syllabus.	Students K-6
	Interest/extracurricular groups	Clubs and activities based on student interests to help them build friendships, develop hobbies, and engage positively during break times.	Individual students
	Communication Consultation – Speaking Therapy	Professional Learning about Augmentative and Alternate Communication (AAC) strategies to use in the classroom. Checklist used as a screener for students with expressive and receptive language concerns.	All teachers and individual students
	Personalised Learning Pathways (PLP's)	PLP's are created in collaboration with teachers, families and supported by the Aboriginal Education Officer and Aboriginal Culture and Curriculum Teacher. These plans are designed to identify goals to work towards for individual Aboriginal and Torres Strait Islander students.	Aboriginal and Torres Strait Islander students and families
	Individual Education Plans (IEP's)	A personalised plan which is designed to identify specific goals across a range of differing areas. This aims to ensure all students who require adjustments are provided with a differentiated plan to support growth and achievement of goals in consultation with families.	Individual students Families
	Parent Engagement Tools	The school uses a range of parent engagement tools including Seesaw, School Bytes, Interviews, Parent engagement evenings, Facebook, and meet the teacher afternoons. Parent information sessions are held and include specialist professional learning on a range of topics including cyber safety, trauma etc.	All families and all staff

Care Continuum	Strategy or Program	Details	Audience
	Aboriginal Culture and Curriculum Teacher	Aboriginal identified position within the school that aims to support staff to implement authentic cultural perspectives and support students to feel culturally safe across the school.	Aboriginal and Torres Strait Islander students and families
	AEO	Aboriginal identified position within the school that aims to support students and families across a range of areas including health. This also includes supporting Aboriginal students within the classroom across the school.	Aboriginal and Torres Strait Islander students and families
	Read and Feed	Before school breakfast program which gives students the chance to start their day at school with breakfast and by reading a book in a quiet and calm space. This supports students to have a positive start to the school day and gives teachers a chance to check in with key students.	Students K-6
	Trauma PL	Behaviour Consultant runs yearly Professional Learning to upskill all staff around trauma informed practice	All teachers
Early intervention	The Got It! Program	Specialist early intervention program for students P-2, focussing on supporting families with students with social emotional learning.	All teachers and students K-6
	Drumming Program	Early intervention program to support targeted students with stress, anxiety and self-regulation.	Identified students across the school
	Structured Games - Playground	The school has a range of structured games and competitions across the year in the playground to promote safe and respectful play. Teachers and SLSO's support the structured games, which helps prevent problem behaviours and supports higher levels of engagement during play time.	Students K-6
	Assistant Principal Wellbeing role	Assistant Principal Wellbeing leads the Learning and Support team and works with all key stakeholders to support student learning and wellbeing. This includes working with staff such as stage supervisors, Assistant Principal Curriculum Instruction, School Counsellor, Wellbeing Health In-reach Nurse, Allied Health professionals i.e. speech and paediatricians. The Assistant Principal wellbeing supports staff to embed inclusive practices across the school.	Students K-6
	Learning and Support Team	The Learning and Support Team work with teachers, students and families to support students who require personalised learning and support including referral of students who require adjustments that exceed quality differentiated practice.	Individual students Families Staff

Care Continuum	Strategy or Program	Details	Audience
	Social Emotional Learning Program - Second Step	This research-based program is delivered across the school and is responsive to data. The program is a resource to support the design and sequence of social emotional lessons across the school to support all students. This resource is also available for teachers to use for specific needs of the class. Social skills lessons are data driven.	Students K-6
<b>Targeted intervention</b>	Communication Consultation – Speaking Therapy	Professional learning and shoulder to shoulder support is provided to individual teachers by the Augmentative and Alternate Communication therapist (AAC). This PL aims to support teachers with individual students who require communication support and sees the Visuals to Go app as a main focus for a tool to support communication.	Targeted students and teachers
	Boyz 2 Men group	Focusses on developing students' self-awareness and emotional management and exploring elements of identity. This encompasses themes such as decision making, peer pressure, empathy, bravery and reflection. This program is run by the Assistant Principal Wellbeing.	Targeted Stage 2 and 3 boys
	School Counselling	The school counsellor works closely with targeted students for personal counselling and to conduct assessments as determined by the Learning and Support Team. This includes counselling students with anxiety, trauma and a range of social emotional needs.	Targeted students
	Home School Liaison Officer	The Home School Liaison Officer works with the Assistant Principal Wellbeing to identify students with 'at-risk' attendance and provide support to families to promote regular and full attendance at school.	Targeted students and families
	Aboriginal School Liaison Officer	The Aboriginal School Liaison Officer works with the Assistant Principal Wellbeing to identify Aboriginal and Torres Strait Islander students with 'at-risk' attendance and provide support to families to promote regular and full attendance at school.	Targeted Aboriginal and Torres Strait Islander students and families
	Delivery Support 'Team Around A School'	The Assistant Principal Wellbeing works with key stakeholders from the delivery support team to support students, teachers and families. This includes Assistant Principal Learning and Support, Home School Liaison Officer, Aboriginal School Liaison Officer, Learning Wellbeing Officer, Learning Wellbeing Advisor, Network Specialist Facilitator, Behaviour Consultant, Behaviour Therapist.	Targeted students Teachers Families
	Sensory Assessment and Supports	The Assistant Principal Wellbeing works with stage supervisors to provide professional learning around	Targeted students Teachers Families

Care Continuum	Strategy or Program	Details	Audience
		sensory processing and creating sensory profiles and sensory diets for targeted students across the school.	
	Community Nurse and NDIS Support Coordinator	Assistant Principal Wellbeing, Learning and Support Team and nurse identify families and students who require support with their health or wellbeing. The nurse plays a pivotal role in working closely with the Learning and Support Team with access to health. The nurse supports families with National Disability Insurance Scheme (NDIS) and welfare supports such as housing and Centrelink.	Individual students Families Staff Assistant Principal Wellbeing
	Safety Intervention Training	Professional learning and training in safety intervention for students who pose a safety risk as required. This ensures all staff use the correct techniques to support the safety of students at school.	Executive staff Individual staff
	Chillout Play Space	This structured playground provides an alternative to the mainstream playground area. Appropriate behaviour and social skills can be taught to students who have been identified as needing additional support.	Targeted students
	Functional Behaviour Assessment	Research Based Professional learning led by the Assistant Principal Wellbeing and Assistant Principal Learning and Support to provide teachers with a sound understanding of Functional Behaviour Assessment. This includes the use of differing checklists including the 'Antecedent, Behaviour, Consequence' (ABC) checklist. This focusses on the function of behaviour and key strategies to support teachers to implement in classrooms with targeted students. The DoE behaviour support toolkit is used to support teachers.	All staff
Individual intervention	Assistant Principal Wellbeing - Tier 3 support plans	The Assistant Principal Wellbeing oversees the creation and implementation of plans for targeted students across the school including Individual Education Plan's, Out Of Home Care, Behaviour Plans, Risk Management Plans and Crisis Intervention Plans.	Assistant Principal Wellbeing Individual students and staff
	Behaviour Specialist	The Assistant Principal Wellbeing works with the behaviour specialist to support executive staff and teachers with Tier 3 students. This includes strategies, the creation of plans and suggested adjustments to be trialled to promote and increase engagement in the classroom and in the playground. Calmer classrooms resource and trauma informed practice resources are used to support teachers.	Assistant Principal Wellbeing Executive staff Individual teachers and students
	Individual Check-In	The executive team have a highly structured check-in system with individual tier 2 and 3 students. This aims to provide a positive start to the day and monitoring across the day for desired behaviours.	Individual students

Care Continuum	Strategy or Program	Details	Audience
	EALD Support	The EALD teacher works closely with the Network EALD Leader to identify and support a range of students across the school with English as a Second Language. The EALD teacher tracks, monitors and supports progress using the ESL scales.	EALD students
	Part Day Exemptions (PDE's)	The use of part day exemptions as required with individual students. This supports success and engagement for key students across the school at differing times throughout the year.	Individual students
	Integration Funding Support	Timetabling and human resource allocation to support students who are eligible for integration funding support. SLSO's work with targeted students across the school to support their academic and social emotional needs.	Individual students
	Individual Playground Program	Allocation of human resources through timetabling with identified students who require 1:1 support in the playground for a range of reasons including safety where funded support is provided.	Individual students
	Allied Health Professionals	Coordination of therapists working on-site with students including a range of therapy i.e. Speech Therapy, Occupational Therapy, Physiotherapy.	Individual students and staff
	Communication with Parents	Communication with parents including phone calls, informal and formal meetings, communication books, seesaw, school newsletter and the school Facebook page. The numerous avenues of communication ensure all families are kept informed and up to date or have the opportunity to discuss issues or concerns	Students K-6 Families All staff

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

A behaviour of concern is one which is challenging, complex or unsafe and requires 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, repeated and involves behaviour that can cause harm.** Briar Road uses the Responsibilities and Consequences matrix which outlines levelled behaviour and responsibilities. See Appendix 1.

Briar Road Public School staff identify, document and report inappropriate behaviours and behaviours of concern, including bullying and cyber-bullying through a range of channels, involving:

- 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 not been previously communicated
- concerns raised by a parent, community member or agency.
- Proactive professional learning for students, staff and parents as required and catered to cohort needs.

To effectively support student behaviour, Briar Road Public School employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
<b>Positive Reinforcement:</b> Use verbal praise, catch cards (white and red), lining up awards, recognition PBL awards to encourage and reinforce positive behaviour.	<b>Restorative Monitoring Chats:</b> Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.	<b>Functional Behavioural Assessments (FBA):</b> Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.
<b>Lowanna Learners:</b> Clear classroom expectations and language used across every room. (ready bodies, safe hands and feet, thinking brains, learning lips, listening ears).	<b>Family Engagement:</b> Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.	<b>Behaviour Plan/Risk assessment:</b> Implement individualised plans tailored to address specific behaviours of concern.
<b>SEL/PBL lessons:</b> Teach social and emotional skills (PBL focus is based on data to promote self-awareness, empathy, and positive interactions.	<b>Chill Out:</b> The structured playground provides an alternative to the mainstream playground areas. Appropriate behaviour and social skills can be taught to students who have been identified as needing additional support.	<b>School Counselling and External Referrals:</b> Provide access to school counselling services and refer students to external agencies for additional support if needed.
<b>PBL Classroom systems:</b> Model clear behavioural expectations throughout the school. Use of consistent levelled behaviour charts in classroom, consistent rules across the school, visual timetables and feelings wall.	<b>Time in and chill out area:</b> All classrooms have a 'time-in' space for students to take responsibility for their actions through reflection and discussions with the teacher. This is the step before 'time-out' of the classroom. Every classroom has a designated 'Chill Out' space for reflection and calming down.	<b>Restorative Conferences:</b> Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour. Include families.
<b>Reward Room:</b> Weekly praise for students for safe, respectful and positive behaviour, attendance improvements, learning progress and outstanding work ethic.	<b>Check in and monitoring:</b> Executive and identified staff across the school check-in with students who require monitoring and positive reinforcement before or after each session of learning.	<b>Assistant Principal Wellbeing:</b> Case management of tier 3 students working shoulder to shoulder with supervisors to ensure plans are implemented and adjustments are being made to support positive behaviour.
<b>Active supervision:</b> Staff are vigilant in monitoring the physical environment, addressing inappropriate behaviour, and taking action when required in a timely and efficient manner.	<b>Learning and Support Team:</b> Identification and monitoring of students requiring adjustments and pre-support for families.	<b>Learning and Support Team:</b> Referrals are made to the Learning and Support Team for students demonstrating ongoing behavioural concerns. All key stakeholders on the Learning and Support Team to plan, implement and review adjustments in partnerships with stage supervisor and Assistant Principal Wellbeing.
<b>Lowanna Lucky Dip:</b> Students earn points weekly and twice per term attend		<b>Interventionist support:</b> The school employs a range of specialists to ensure a wrap around approach to

the reward room to go PBL shopping with Lowanna's lucky dip. A range of levelled prizes can be won which reinforces and reward positive behaviour.		behaviour and wellbeing. Behaviour specialist works closely with Assistant Principal Wellbeing and executive to support 'at-risk' students.
		<b>Team around a school:</b> The Department of Education's Team around a school is utilised for behaviour specialists when required. Engagement of Learning and Wellbeing Officer and Assistant Principal Learning and Support for targeted student support.

#### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes and follow the Positive Behaviour for Learning responsibilities and consequences matrix which outlines classroom managed and executive manage behaviours (see Appendix). 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, 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. 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 within school

#### 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](#).

## 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?
'Time in'	In response to the PBL classroom behaviour chart when a student requires some thinking time after requiring frequent reminders. No longer than 5-10 minutes.	Classroom teacher	School Bytes
'Time-out'	In response to the PBL classroom behaviour chart when a student has gone to 'time-in' and still continues the non-desirable behaviour. No longer than 15-20 minutes.	Classroom teacher in another classroom	School Bytes
Restorative conversations	Occurring if sent to the office. Lasting however long it takes to determine required action and changes to behaviour. Usually lasts no longer than 20-30 minutes.	Executive staff	School Bytes
Suspension	Responses to all behaviours of concern as outlined in the Student Behaviour policy and Suspension and Expulsion procedures	Executive staff	School Bytes
Suspension resolution meetings	After the suspension period ends, typically 10-30 minutes.	Executive staff	School Bytes
Reflection	A structured debriefing and planning after a crisis event, suspension or	Executive staff	School Bytes

Strategy	When and how long?	Who coordinates?	How are these recorded?
	behaviour of concern with an individual student. Post-incident, 10-20 minutes depending on the student's needs.		

**Review dates**

Last review date: 9.12.25 : Week 9, Term 4, 2025

Next review date: 9.12.26 : Week 9, Term 4, 2025

## Appendix 1: Responsibilities and Consequences Matrix.

Briar Road Responsibilities and Consequences Chart		Updated 2025
 Assisted Principal / Executive Staff Managed	Possible Consequences	

Supervisor / Office Managed	Possible Consequences
<b>Executive Referral for Disrespect:</b> <ul style="list-style-type: none"> <li>- Bullying or racism directed at anyone</li> <li>- Stealing</li> <li>- Continued disobedience/disruption to classroom and student has not responded to classroom managed possible consequences</li> </ul> <b>Executive Referral for Unsafe Behaviour:</b> <ul style="list-style-type: none"> <li>- Violence or threats of violence with the potential for injury or when injury occurs</li> <li>- Leaving the classroom or school grounds without permission</li> <li>- When the safety of classroom teacher and students are at risk</li> </ul>	<p><b>Short Term Intervention</b></p> <ul style="list-style-type: none"> <li>- Reflection with an executive member</li> <li>- Intensive executive support through regular check ins and behaviour monitoring card</li> <li>- Conversation with executive about use of appropriate social skills.</li> <li>- Parents are informed and involved by phone call, meeting or pre suspension letter.</li> <li>- Referral to school counsellor or learning support team.</li> </ul> <p><b>Continued Behaviour Consequences</b></p> <ul style="list-style-type: none"> <li>- Suspension either short (up to 4 days) or long (up to 20)</li> <li>- Individual Behaviour Management Plan developed with classroom teacher</li> <li>- Exclusion from social activities / excursions / Gala days</li> <li>- Parent meeting</li> <li>- Risk assessment</li> <li>- Referral to ARCO</li> <li>- Referral to school Principal</li> <li>- Identify intervention support</li> <li>- APLA &amp; LST support</li> </ul> <p>All office managed incidents recorded on LMBR</p>

Classroom Teacher Managed Behaviour	Possible Consequences	Playground Teacher Managed Behaviour	Possible Consequences
<b>Minor Behaviour</b> <ul style="list-style-type: none"> <li>- Disrespectful behaviour e.g. calling out</li> <li>- Not following teacher instructions / non compliance</li> <li>- Minor conflicts with peers</li> <li>- Refusal to complete work – task refusal</li> <li>- Minor physical contact – rough play</li> <li>- Minor disrespectful behaviour</li> <li>- Inappropriate language or swearing</li> <li>- Property damage e.g. breaking pencils on purpose</li> </ul> <b>Major Behaviour</b> <ul style="list-style-type: none"> <li>- Fighting/ Physical Aggression/Violence</li> <li>- Left classroom without permission (absconding)</li> <li>- Property damage e.g. throwing objects</li> <li>- Teasing or harassment</li> <li>- Misuse of school property</li> <li>- Major defiance</li> <li>- Major disruption</li> <li>- Red slip sent to an executive member for assistance if required</li> <li>- Executive staff to record on Sentral</li> </ul>	<p><b>Minor Behaviour Consequences</b></p> <ul style="list-style-type: none"> <li>- Verbal warning / reminder of expectations</li> <li>- Explain choices and consequences</li> <li>- Move name to warning on behaviour chart</li> <li>- Time in in classroom</li> <li>- Time out in buddy class</li> <li>- Complete unfinished class work during playtime break with classroom teacher.</li> <li>- Repeat task to an acceptable standard</li> <li>- Social skill lesson to teach appropriate behaviour</li> <li>- Record incident on Sentral if the student is sent from the classroom (i.e. buddy class, executive referral)</li> <li>- Contact parents</li> </ul> <p><b>Major Behaviour Consequences</b></p> <ul style="list-style-type: none"> <li>- Send a red referral slip to the office for executive assistance</li> <li>- Call parents / carers and initiate a communication book</li> <li>- Evacuate classroom if necessary to ensure safety of all students</li> <li>- Meeting with ARCO</li> </ul>	<p><b>Minor Behaviour</b></p> <ul style="list-style-type: none"> <li>- Defiance (refusal to follow instructions) e.g. running away from duty teacher</li> <li>- Rough play</li> <li>- Minor disrespectful behaviour</li> <li>- Minor inappropriate language or swearing</li> <li>- No hat and not under shelter</li> </ul> <p><b>Major Behaviour</b></p> <ul style="list-style-type: none"> <li>- Throwing objects</li> <li>- Teasing or harassment</li> <li>- Major physical aggression or physical contact</li> <li>- Misuse of school property</li> <li>- Out of bounds</li> <li>- Red slip sent to an executive member if required</li> <li>- Executive staff to record on Sentral</li> </ul>	<p><b>Minor Behaviour Consequences</b></p> <ul style="list-style-type: none"> <li>- 5 minute walk with a teacher</li> <li>- Time out off the playground</li> <li>- Confiscation of items</li> <li>- Verbal warning</li> <li>- Record in playground folders/Sentral</li> </ul> <p><b>Major Behaviour Consequences</b></p> <ul style="list-style-type: none"> <li>- Time off the playground and a red slip referral sent to an executive member</li> <li>- Executive staff to record on Sentral</li> <li>- Phone call to parents</li> <li>- Meeting with ARCO</li> <li>- Chill Out referral discussion with LST team and stage supervisor</li> </ul>