NSW Department of Education

# Llandilo Public School
# Behaviour Support and Management Plan

## Overview

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

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

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.

Our school Strategic Improvement Plan focus is to create and nurture a school learning environment with consistent school practices promoting a positive sense of belonging. There is a whole school focus on improving attendance to strengthen student sense of belonging and engagement to then impact outcomes.

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

- The Resilience Project: This provides an evidence-based positive mental health program to build resilience and happiness and focuses on strategies to cultivate positive emotion, specifically; Gratitude, Empathy and Mindfulness
- Restorative practices
- Positive Behaviour Award System linked to our school values
- In class and whole school focus on a school value each fortnight.

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

Llandilo 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

Llandilo Public School will partner with parents/carers to establish expectations for engagement, and develop and implement student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as external department surveys, internal school surveys, regular consultation with the P&C and local AECG
- using concerns and questions raised through the above-mentioned processes to review school systems, data and practices.
- School Community Charter https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. We will communicate behaviour expectations to parents/carers through parent information session, orientation programs, school newsletters, updates and communication via School Bytes and through parent-teacher conferences.

## School-wide expectations and rules to recognise and reinforce positive student behaviour.

Llandilo Public School has the following school-wide values for expectations:

**To demonstrate respect, responsibility and personal best.**

Our school rules that sit under these expectations are outlined in the table below.

| Respect | Responsibility | Personal Best |
|---|---|---|
| Value others and property | Be safe and play fair | Ask for help |
| Use manners | Right place at the right time | Restore harm |
| Be inclusive of everyone | Ready to listen and learn | Resilient learners |
| Use kind words and actions | Work co-operatively | Active listeners |
| Care for others | Follow instructions | Hands and feet to ourselves |

Llandilo Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and expectations:

- a structured levelled award system, which is linked to our school values, where students work towards achieving a specific number of awards from teachers to proceed through the award scale (appendix 1)
- explicit teaching of a school value each fortnight to add student voice to expectations and reinforce what success looks like

- a school token, depicting our Elliot Dragon, which are given 'in the moment' and can be awarded by any staff member when a student demonstrates a school value.

## Behaviour code for students

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

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

## Whole school approach across the care continuum

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

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

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

The care continuum includes four levels of interventions, as outlined below:

| Prevention | Early intervention | Targeted intervention | Individual intervention |
|---|---|---|---|
| Whole school practices to maintain safe and respectful learning environments. | Initial responses to work with emerging low-level behaviours | Targeted support to encourage positive behaviours in response to complex and challenging behaviours | Comprehensive systems of support for highly complex and challenging behaviours |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| Prevention | LPS school values | Fortnightly whole school focus to explicitly teach one of the values, gaining student voice | All – staff, students K -6 |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| | | via suggestions for how these are demonstrated. Values are reinforced in class, in the playground and at assemblies. Students are recognised for exhibiting the Llandilo Public School values at any time and by any staff member, through being given 'Elliot tokens' which go into award draws during each term. | |
| Prevention | Classroom management practices | Effective classroom management is built through:<br>-building teacher/student relationships<br>-consistent modelling and reminding of expectations and learner routines<br>-responses to behaviour which are consistent and follow the school response guides<br>-turn-taking activities, cooperative learning and play activities<br>-high quality, differentiated teaching and learning activities. | All - staff, students K - 6 |
| Prevention | Student transition programs | P-K: school actively engages with local pre-schools to assist with transitioning into fulltime schooling. Newly enrolled students participate in PELL (pre-school early learning at Llandilo) and orientation days in the term before commencing kindergarten.<br>Year 6-7: teachers liaise with local high schools to provide relevant student information prior to students attending the following year, as well as supporting opportunities for orientation experiences. Further opportunities for students to attend additional orientation days (specific to individual student needs) may be sourced and arranged via Learning Support Teams, Llandilo Public School, and local high schools.<br>Yearly Grade Transition: Students participate in 'transition afternoons' at the end of term 4, where they complete cooperative activities with various peers, with teachers monitoring for student engagement. Time is planned for teachers to communicate and provide specific student information to the following years classroom teacher. | All – staff, students K -6 and parents/carers |
| Prevention | Resilience Project | This program focuses on a whole school approach, working with all audiences of the school community (teachers, students and parents) to proactively build and maintain their collective social and emotional skills and | All – staff, students K -6 and parents/carers |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| | | instil an inclusive and supportive school environment. | |
| Prevention | National Week of Action (NWA) | Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year. | All - staff, students K - 6 |
| Prevention | Child protection | Teaching child protection education is a mandatory part of the syllabus. | All - staff, students K - 6 |
| Prevention | Playground activities | Proactive playground activities at play breaks including:<br>-Clubs including: STEM (Lego), art, garden and recycling<br>- Dance groups and Choir<br>- Library accessibility (Thursday and Friday)<br>- Playground and equipment<br>- Student Learning Support Officer (SLSO) led passive play activities | All - staff, students K - 6 |
| Prevention / Early Intervention / Targeted / Individual | Use of internal and external data | Staff review internal and external data sources such as DoE surveys, School Bytes, LPS award tracking, attendance and Learning and Support data to ensure strategies are well suited to all students. | All – staff, students K -6 and parents/carers |
| Prevention / Early Intervention / Targeted / Individual | Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying | The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. | All – staff, students K -6 and parents/carers |
| Early Intervention | Zones of Regulation | The Zones of Regulation is a framework used to teach students skills to self-regulate. This develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. | Individual students |
| Targeted / Individual intervention | Learning and Support | The Learning and Support Team works with teachers, students, and families to support students who require personalised learning and support and/or who identify as Aboriginal and Torres Strait Islander. | All – staff, students K -6 and parents/carers |
| Targeted / individual intervention | Attendance support | Teachers closely monitor student attendance and follow school processes to make contact with parents/carers to ensure student wellbeing and correctly document any communication with regard to attendance. Assistance from a Home | Individual students |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| | | School Liaison Officer (HSLO) is requested when necessary. | |
| Individual intervention | Individual behaviour support planning | The school Learning and Support Team implement assessments and observations to assist with developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. | Individual students |
| Individual intervention | Class/ playground monitoring card | Monitoring cards are used for individual students (when required) to set agreed behaviour and social goals, and monitor progress both in the classroom and on the playground. Negotiated playground programs/activities may also be implemented to assist students to stay on track to achieve their goals in a less routine orientated environment. | Individual students |

## Planned responses to 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. At Llandilo Public School staff follow a clear and consistent approach for responding to inappropriate behaviour and behaviour of concern (appendix 2).

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm (appendix 3).

Llandilo 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.

A Department of Education Anti-bullying fact sheet for parents and carers can be found at https://education.nsw.gov.au/schooling/translated-documents/anti-bullying-information-for-

parents-and-carers-fact-sheet-and-tips. This document is available translated into multiple languages.

Additionally, a Department of Education Anti-racism fact sheet for parents and carers can be found at https://education.nsw.gov.au/schooling/translated-documents/anti-racism-contact-officer. This document is available translated into multiple languages.

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 consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed –** low level, or minor, inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed –** behaviour of concern, or major, is managed by school executive.
- Corrective responses and actions are recorded internally via our wellbeing channel on School Bytes. These include:

| Classroom | Non-classroom setting |
|---|---|
| • prompts for positive choices<br>• rule reminder and re-direction using restorative question prompts at the time of the incident (yellow level warning) | • prompts for positive choices<br>• rule reminder and re-direction using restorative question prompts at the time of the incident (yellow level warning) |

| | |
|---|---|
| • 5 minute 'walk and talk' with the teacher at break time to redirect choices and behaviours (orange level warning)<br>• a deeper reflection with an Executive teacher at lunch break, with restorative practices and questions (red level warning)<br>• communication with parent/carer. | • 5 minute 'walk and talk' with the teacher at break time to redirect choices and behaviours (orange level warning)<br>• a deeper reflection with an Executive teacher at lunch break, with restorative practices and questions (red level warning)<br>• communication with parent/carer. |

Llandilo Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Resilience Project mental health program aims to build resilience and happiness, and focuses on strategies to cultivate positive emotion

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

| Prevention<br>Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention<br>Responses to minor inappropriate behaviour are teacher managed. | Targeted/Individualised<br>Responses to behaviours of concern are executive managed |
|---|---|---|
| 1. Behaviour expectations are taught and referred to regularly.<br>Teachers model behaviours and provide opportunities for practice.<br>Students are acknowledged for meeting school-wide expectations and rules. | 1. Refer to school-wide expectations and restorative questions are asked, in the moment, so that the student can self-regulate and re-direct. | 1. Call for SLSO or executive support, via the school walkie-talkie for immediate support if needed. Alternatively, use the LPS *Behaviour Response Procedures* matrix and *Major and Minor Behaviour chart* (appendix 2), follow the process and record the incident and responses in School Bytes. |
| 2. Verbal and non-verbal specific positive feedback is given, in the moment, by any staff member in the form of Eliott tokens to acknowledging students demonstrating expected positive 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:<br>free and frequent (Eliott tokens)<br>moderate and intermittent (class awards, AP awards)<br>significant and infrequent (Principal awards)<br>Intermittent and infrequent (school banners)<br>Reinforcers are recorded on the school's internal electronic application, School Bytes. | 3. Use direct responses and restorative questions, e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference.<br>Students have an opportunity to re-direct and meet the classroom/playground behaviour expectation before low-level consequence is applied. | 3. Executive teacher/s collect information and review incidents from multiple perspectives to determine next steps. The executive responds to recorded incidents, on the school's internal electronic application School Bytes, and contacts parent/carer by email or phone. Follow the LPS *Behaviour Response Procedures* matrix and *Major and Minor Behaviour chart* (appendix 2), executive/principal may consider further action e.g. formal caution or suspension. |
| 4. Social emotional learning lessons are taught (Resilience Program) weekly. | 4. Teacher records on the school's internal electronic application School Bytes, by the end of the school day. Students are monitored and family notified if behaviours are repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or Learning and Support Team. | 4. Referrals made to the school's Learning and Support Team, considering current and previous behaviour data.<br>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, made via email through School Bytes or phone calls home, are used to communicate student effort to meet expectations. Recognition class awards for positive individual and class behaviour are given by classroom teachers. | Teacher contacts parents by phone when a range of corrective responses have not been successful.<br>Individual planning and referral to Learning Support Team may be discussed. | Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School. |

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on our internal electronic recording system, School Bytes, under the wellbeing tab. Responses may include:

- review and uploading of incident accounts and documents
- determine appropriate response/s, including supports for staff or other students impacted (guided by our behaviour management matrix)
- referral and/or monitoring of 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 (as listed)
- liaise with Team Around a School for additional support or advice

- communication and collaboration with parents/carers (by phone, email, parent portal, or meetings)
- 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.

## Reflection time, 'walk and talk' 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 and in response to the behaviour (appendix 2)

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|---|---|---|
| **Self-directed timeout ('then time') -** agreed strategy for students to identify a situation or environment that may be causing them stress. This is a planned behaviour and learning support strategy that may be used as part of support plan as an agreed and documented strategy. | As required, between 5-10 minutes and in agreed space (document in plan) | Student / class teacher present at time | Teacher documents in diary to monitor strategy, document in individual plans |
| **Teacher-directed timeout ('then time') -** may be used to prevent an escalation of behaviour and / or to reward positive interactions and learning decisions.<br><br>This is a planned behaviour and learning support strategy that may be used as part of support plan as an agreed and documented strategy. | As required, between 5-10 minutes and in agreed space (document in plan) | Class teacher present at time | Teacher documents in diary to monitor strategy, document in individual plans |
| **Restorative practice (yellow level warning) –** restorative questioning prompts, asked in a private conversation between teacher and student/s, at the time of the behaviour. | During the moment or just after the behaviour has been displayed | Class teacher present at time of behaviour | Documented in the school's internal electronic application, School Bytes |
| **'Walk and Talk' (orange level warning) –** a five-minute discussion between teacher and student/s with reflective and restorative questions to redirect behaviour and reset expectations. | Scheduled for next break, either recess or lunch after eating time | Class teacher present at time of behaviour | Documented in the school's internal electronic application, School Bytes |
| **Reflection (red level warning) –** a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection). | Next day at either lunch or recess break | Assistant Principal, in consultation with Principal | Documented in the school's internal electronic application, School Bytes |

## Review dates

Last review date: 26 March 2025

Next review date: 27 January 2026

Appendix 1: Behaviour support

## Llandilo Public School

**Student Achievement Awards and Behaviour Monitoring**

### School Banner Award

**2 x Principal's Awards = 1 x School Banner**

Students' will receive a notification of when the award will be presented.

### Principal's Award

**3 x Assistant Principal's Awards = 1 x Principal's Award**

Students' will receive a notification of when the award will be presented.

### Assistant Principal's Award

**5 x Assistant Principal's Awards = 1 x Principal's Award**

Students' will receive a notification of when the award will be presented.

### Class Awards

**Students can receive up to 3 Class Awards each term**

Student collects 5 class awards and hands these to their class teacher.

**First level warning given for minor behaviours, with restorative questions to redirect student/s**

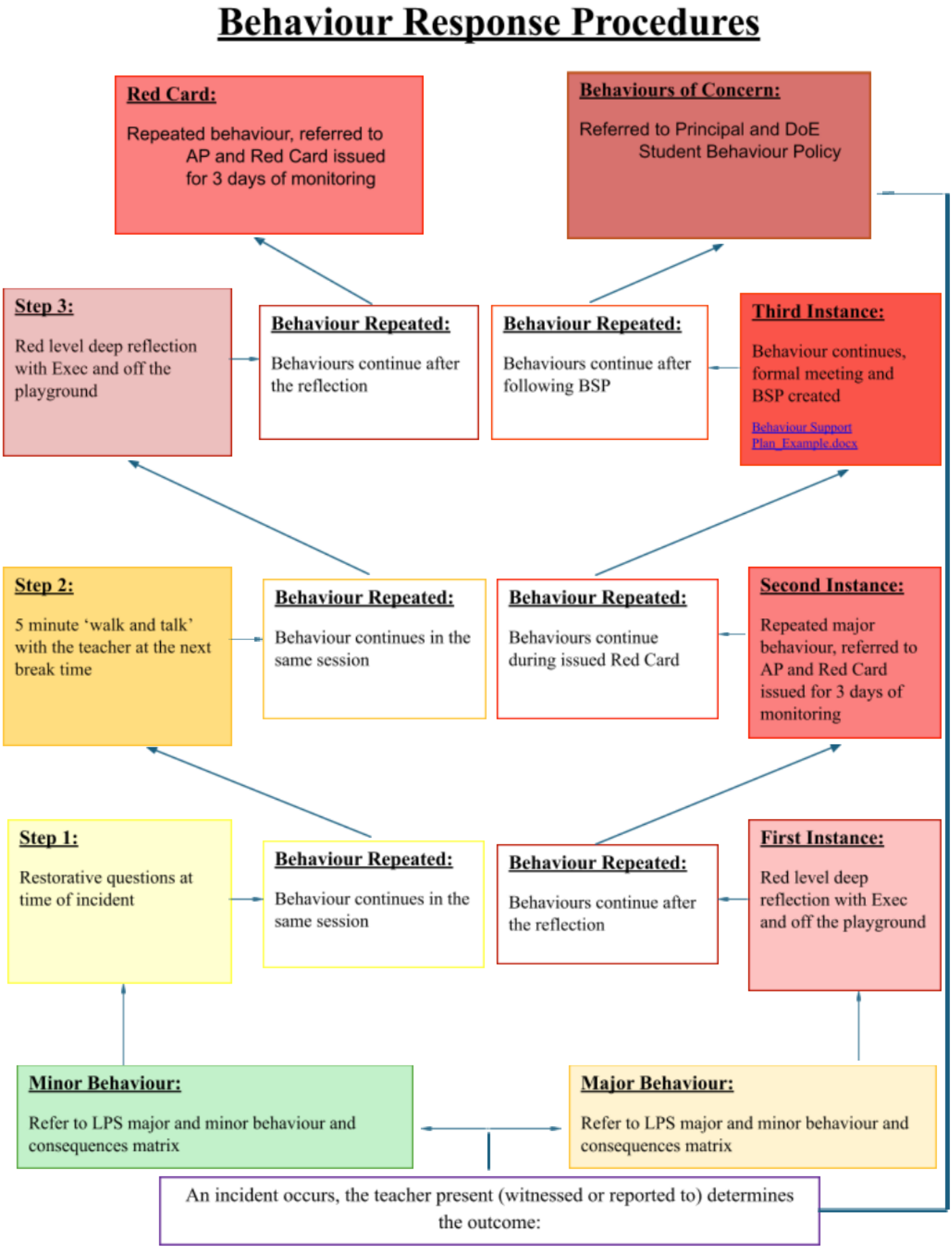
**Second level warning given, with '5 minute walk-and-talk' at next play break to redirect student/s**

**Third level warning given for major behaviours and/or repeated minor behaviours, resulting in reflection with an executive teacher and off the playground for the next lunch break**

**Repeated (within a 2 week period) major behaviours resulting in reflection, student/s will commence a 'red behaviour monitoring card' and be off the playground at lunch play for 3 days**

**Continual repetition of behaviours of concern will result in a Behaviour Support Plan being implement, parent and student consultation with the school, and will be reviewed by the Principal in line with the Student Behaviour Policy and Suspension and Expulsion procedures**

## Appendix 2: Behaviour management flowchart



# Llandilo Public School
## Major and Minor Behaviours and Consequences
### Classroom and Playground

| Overview of MINOR Behaviours | | |
|---|---|---|
| **Type** | **Definition** | **Consequences** |
| **Inappropriate Verbal Language** | The student communicates verbal messages or use of words in an inappropriate way for the developmental age of the student (eg. name calling) | ***Yellow:***<br>Restorative questions happen within the classroom, one to one with the student, at the point of time of the incident, or as closely to as possible:<br>What are you doing?<br>What should you be doing?<br>What are you going to do now?<br><br>**Orange:**<br>5 minute 'walk and talk' reflection with class teacher at the following break time:<br>1. What happened?<br>2. How did it make you feel?<br>3. What could you do next time? |
| **Physical Contact** | The student makes inappropriate or unintentional physical contact with other students or staff (eg. light tapping, patting) | |
| **Out of Bounds** | The student knowingly and intentionally takes themselves out of the allowed areas | |
| **Unsafe Actions** | The student makes unsafe choices, which has the potential, without intention, to injure themselves or others (eg. a student running through a group of students) | |
| **Cheating** | The student acts dishonestly or unfairly in order to gain an advantage in a game (such as soccer or cricket)<br>The student deliberately wrecks a game | |
| **Area Specific Rules (PBL signage)** | The student is not following the expectations of the specific areas within the school | |
| **Non-compliance** | The student, fails to respond to adult requests, when physically, socially and emotionally capable of doing so<br>(eg. the student makes a conscious decision to not return to the classroom following break times or moves around the classroom at inappropriate times) | |
| **Mild Disruption** | The student disrupts other students or teacher (eg. calling out during whole class instruction) | |
| **Property Misuse** | The student inappropriately uses property (eg. scribbling on a page of their workbook or visiting an alternate app/website on technology) | |
| **Teasing** | A student calls another person a name or makes comment about their appearance or family | |

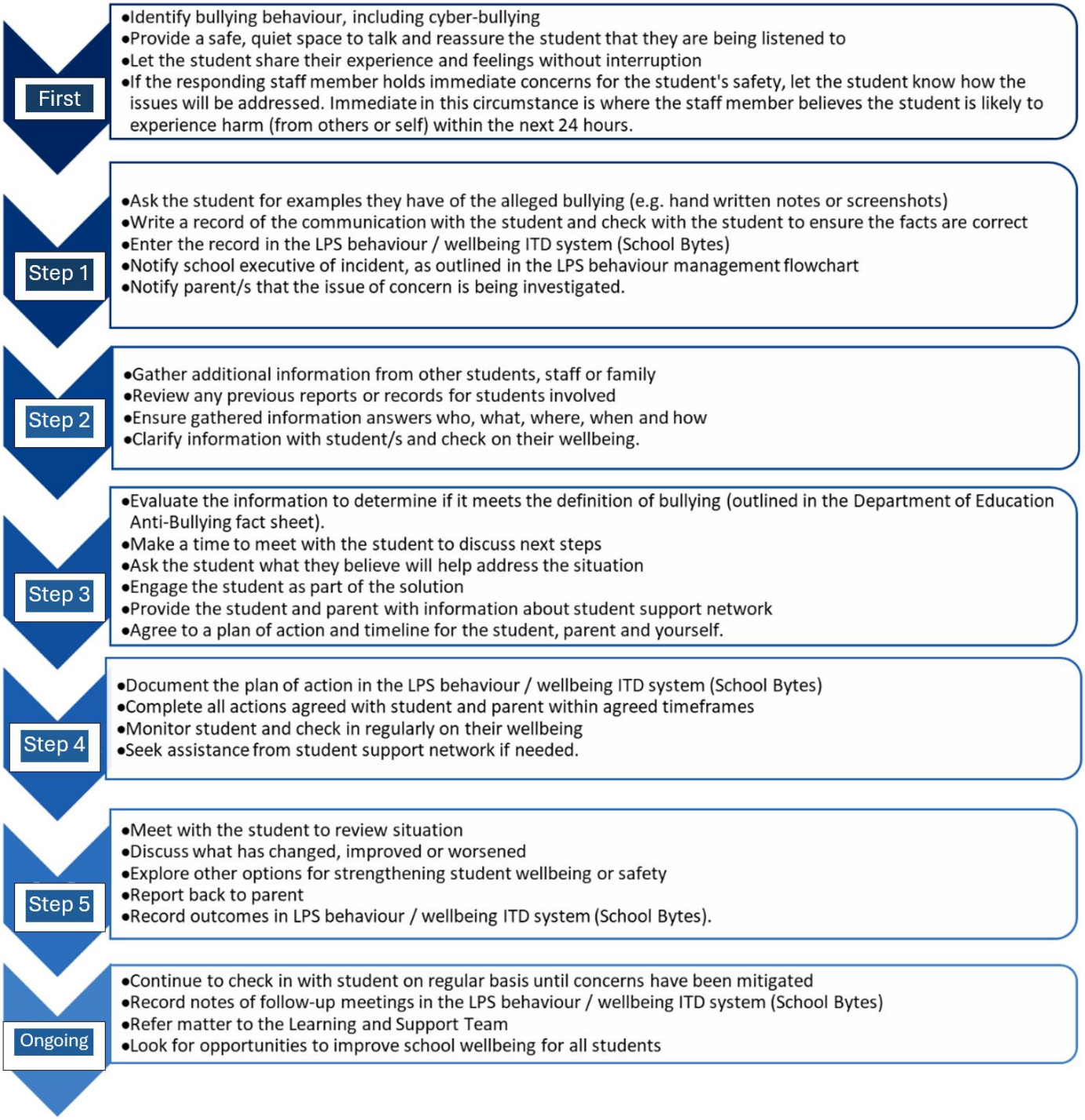
| Overview of MAJOR Behaviours | | |
|---|---|---|
| **Type** | **Definition** | **Consequences** |
| **Property Damage** | The student intentionally damages or destroys the property of others or the school | **Red:**<br>Deeper reflection with executive at lunch:<br>What happened?<br>What were you thinking at the time?<br>What have you thought about since? |
| **Abusive Language/ Inappropriate Language/ Profanity** | The student communicates verbal messages that include swearing, name calling or use of words in an inappropriate way for the developmental age of the child | |
| **Theft** | The student is in possession of, having passed on, or is responsible for removing someone else's property | Who has been affected by what you have done? In what way?<br>What do you think you need to do to make things right?<br>If the same thing happens again, how could you behave differently?<br>What support do you need?<br>Who can you go to for support? |
| **Misuse of Technology** | The student intentionally uses school technology to look up or visit inappropriate content or uses DET platforms inappropriately | |
| **Cheating/Plagiarism** | The student intentionally acts dishonestly or unfairly in order to gain an advantage in a game, whilst representing the school (eg. PSSA/Zone) | |
| **Disruption** | The students behaviour causes ongoing interruption to the class (eg. yelling, screaming, continual touching of others) | |
| **Defiance** | The student refuses, for a sustained period of time, to follow directions, talks back or has socially inappropriate interactions with staff. The student refuses to follow directions that have been given directly to them | |
| **Physical Aggression** | The student makes actions involving serious physical contact where injury, with intention, may occur (eg. hitting, punching, hitting with an object, kicking, hair pulling, scratching) | |
| **Harassment/ Tease/ Taunt** | The student communicates disrespectful messages (verbal or gestures) to another person, which includes threats and intimidation, obscene gestures, pictures or written notes.<br><br>Disrespectful messages may include: negative comments based on race, religion, gender, age and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters | |

| | | |
|---|---|---|
| **Absconding** | The student absconds and places self in potential danger. This can be within school grounds or leaving the school grounds. (eg. running away from the classroom, hiding from staff) | **Send for exec on call or Principal** |
| **Misuse of School Technology** | A student/s use school devices for reasons not conducive to learning and against teacher instruction. This could include taking a device without permission, removing a device from it's assigned location without permission, unauthorised 'chat' on class/school learning platforms, looking up content not relevant to the specific learning. | |
| **Making Threats to Harm** | A student makes an intentional threat, verbal or written, to harm others including peers, families or staff. | |
| **Criminal Behaviour** | Criminal behaviour may include, but is not limited to:<br>- Possession of a prohibited weapon<br>- Making credible threats<br>- Stalking or cyber stalking<br>- Possession of a knife at school<br>- Use of technology to intimidate or harass<br>- Harrassment and Victimisation<br>- Criminal Damage<br>- Vilification<br>- Access inapproriate material from the internet | **Send for/ inform Principal immediately** |

# Traffic Lights

Llandilo PS - Tier I school wide response

| Behaviour | Staff Response |
|---|---|
| Students reset to the green zone after every session.<br><br>This is where we want our students to be! | Positive praise<br>Reward system |
| | Restorative questions at the time of the behaviour:<br><br>What are you doing?<br>What should you be doing?<br>What are you going to do now? |
| | 5 minute 'walk and talk' reflection with class teacher:<br><br>1. What happened?<br>2. How did it make you feel?<br>3. What could you do next time? |
| | Deeper reflection with executive:<br><br>What happened?<br>What were you thinking at the time?<br>What have you thought about since?<br>Who has been affected by what you have done? In what way?<br>What do you think you need to do to make things right?<br>If the same thing happens again, how could you behave differently?<br>What support do you need?<br>Who can you go to for support? |

## Appendix 3: Bullying Response Flowchart

The following flowchart explains the actions Llandilo Public School staff 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.