NSW Department of Education 

# **Windellama Public School Behaviour Support and Management Plan**

***Our Vision Statement for Behaviour Support and Management***

At Windellama Public School, wellbeing is at the heart of everything we do. We celebrate and respect the diverse cultures within our community, fostering an inclusive environment where every student feels safe, valued, and empowered.

Through strong partnerships with families and the local community, we create meaningful connections that enrich learning and promote cultural understanding. Our students engage in dynamic, authentic learning experiences that build confidence, resilience, and a deep sense of belonging. Together, we inspire success and nurture the skills, knowledge, and values that enable our students to thrive and make a positive impact in the world. Our end goal is for every student to be **respectful, responsible, and to strive for excellence** in all they do.

Windellama Public School is dedicated to explicitly teaching and modelling positive behaviour, ensuring a safe, inclusive, and supportive learning environment. Our daily practice is grounded in inclusive education and social-emotional learning, fostering a strong sense of belonging and wellbeing for all students. High expectations for student behaviour are clearly established, consistently reinforced, and valued through effective role modelling, explicit instruction, and a well-structured, transparent approach to behaviour management.

To achieve our vision, we prioritise and value key programs that are embraced by our students, staff, and wider community. These programs include:

[-Trauma informed practice](https://education.nsw.gov.au/content/dam/main-education/about-us/educational-data/cese/2020-trauma-informed-practice-in-schools.pdf)

[-Zones of Regulation](https://zonesofregulation.com/)

[-The resilience project](https://theresilienceproject.com.au/)

[-Positive Behaviour for Learning](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/positive-behaviour-for-learning)

[-Life Skills Go – School Bytes](https://www.lifeskillsgroup.com.au/school-bytes-go-integration)

[-Smiling Mind](https://www.smilingmind.com.au/)

## ***Partnership with parents and carers***

**Working with Families to Support Positive Behaviour**

At Windellama Public School, we recognise the role families play in supporting student behaviour and wellbeing. We are committed to working in partnership with parents and carers to ensure a consistent and collaborative approach to behaviour expectations and support. Our processes include:

1. **Clear Communication** – Behaviour expectations, policies, and support strategies are regularly communicated with families through newsletters, meetings, individual learning plan, behaviour response plans, communication books, school bytes and our school website. We also set the year with a Meet and Greet evening, which includes our School Behaviour Support and Management Plan.
2. **Early Intervention & Collaboration** – Teachers and school staff proactively engage in Learning and Support meetings where strategies, consultation and support are evident. Staff then connect with families to discuss concerns and implement early intervention strategies that support positive behaviour.
3. **Individualised Learning and/or Behaviour Support Plans** – Where needed, students may have personalised learning and/or behaviour support plans, developed in consultation with parents, carers, and relevant support staff to ensure tailored and consistent strategies.
4. **Restorative Practices** – Our school promotes restorative conversations to help students reflect on their behaviour, understand its impact, and work towards positive solutions, with family involvement where appropriate, where all staff have unconditional positive regard for all students.
5. **Regular Check-Ins & Meetings** – Families are encouraged to participate in regular discussions about their child’s behaviour, progress, and any additional support needed. Case meetings or formal conferences are arranged as required.
6. **Recognition of Positive Behaviour** – We celebrate and acknowledge positive student behaviour through rewards, recognition programs, and ongoing encouragement, reinforcing a strengths-based approach.
7. **Transparent Response to Behaviour Concerns** – If behaviour concerns arise, families are promptly informed, and a collaborative plan is developed to support the student in making positive choices
8. **Feedback** – we invite families/students and staff to give feedback through formal and informal means, such as school surveys, Tell Them From Me surveys and regular consultation with the Parents and Community Committee.

By fostering open communication, shared expectations, and a strong partnership with families, Windellama Public School ensures a supportive and consistent approach to student behaviour, helping all students to be **respectful, responsible, and strive for excellence.**

## ***School-wide expectations and rules***

|  |  |  |
| --- | --- | --- |
| **I am Respectful** | **I am Responsible** | **I strive for Excellence** |
| * Kind and inclusive | * Prepared and ready to learn | * Try your best |
| * Respect personal space and property | * Take ownership of actions | * Demonstrate resilience |
| * Follow instructions | * Care for the school environment | * Be a positive role model |
| * Stay on task | * Support and help others | * Take on feedback and self-reflection |
| * Active listening | * Be on time | * Take pride in my work |
| * Wear correct school uniform | * Keep your hands, feet and body to yourself | * Participate |

## ***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](https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students).

## ***Whole school approach across the care continuum***

At Windellama Public School, we take a comprehensive approach to supporting student wellbeing and fostering positive behaviour. This approach spans the entire care continuum, aiming to promote positive behaviours while addressing concerns, including bullying.

Our strategies are grounded in evidence-based practices that create an environment conducive to learning and respectful relationships. These strategies include:

* Clearly stating and explicitly teaching classroom expectations.
* Establishing consistent routines and procedures that are communicated effectively to all students.
* Reinforcing positive behaviour through regular encouragement and feedback.
* Addressing inappropriate behaviour through planned proactive and supportive strategies.
* Actively supervising students to ensure a safe and supportive environment.
* Maximising opportunities for students to actively engage with their learning.
* Designing carefully sequenced, engaging lessons that support both student wellbeing and positive behaviour choices.
* Differentiating learning content and tasks to ensure that the needs of all students are met.

This approach ensures that Windellama Public School provides a nurturing environment where every student can thrive, engage, and make positive choices.

| Care Continuum | Strategy or Program | Details | Audience |
| --- | --- | --- | --- |
| Prevention | Positive Behaviour for Learning (PBL) | Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. PBL includes the following key features: clearly defined expectations, explicit teaching of expectations in all school settings, consistent positive feedback and acknowledgement system. | All |
| Prevention | Breakfast Club | **Breakfast Club at Windellama Public School** provides students with a chance to enjoy a nutritious breakfast each morning before school. It helps ensure all students are ready to learn and succeed by offering a positive, inclusive environment where they can socialise and feel supported. The program encourages good eating habits, improves focus and concentration, and fosters a sense of community within the school. |  |
| Prevention | The Resilience Project (TRP) | The Resilience Project Partnership Program supports schools to build and maintain social and emotional skills. The program also provides strategies to enhance resilience. The Partnership Program is designed so that schools are equipped to promote positive mental health strategies; families are better placed to implement positive mental health strategies and young people embed positive mental health strategies in daily routines. It aims to improve mental health and resilience and increase positive affect and wellbeing. | All |
| Prevention | Life Skills Go – School Bytes | Life Skills Go is an online platform that provides educators with the tools to monitor, measure and report students’ emotional state and readiness to learn all from the attendance roll call in School Bytes. The program helps students learn how to identify, communicate and manage emotions, creating a common language and giving agency to students.  Life Skills Go enables teachers to move into a preventative space and reduce classroom disruptions by knowing how each student in the class is feeling, who may need additional support and the overall state of learner readiness in the classroom. | All |
| Prevention | School Citizenship | Our **Citizenship Strategy** encourages students to demonstrate positive behaviour and take responsibility for their actions. Each term, students who receive no negative behaviour cards move up a level in our Citizenship Program. As students progress through the levels, they earn exciting rewards such as school badges, custom uniforms, and special excursions. When students reach the highest level, they are celebrated on our Wall of Fame, acknowledging their commitment to excellence and positive contributions to the school community. This program fosters a sense of pride, responsibility, and achievement while reinforcing our values of respect, responsibility, and excellence. | All |
| Prevention | Zones of Regulation | Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation​. | All |
| Early Intervention | Positive Behaviour for Learning (PBL) | Emerging, low-level behaviours of concern are addressed through our school PBL framework and continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation. These include warnings about the behaviour, explicit teaching of expected behaviours, logical consequences and consultation. | Cohort/ Groups / Individual |
| Early intervention | Trauma Informed Practice - Student Conference | Students who are showing behaviour/s of concern move through a planned response system. Students will have a 1-1 conference with a staff member where they are supported to take on feedback, self-reflect and discuss what is behind the behaviour. Behaviour = Communication and our staff also reflect on practice, systems, processes, environment. | Cohort/ Groups / Individual |
| Early intervention | Sensory Space | A sensory space in a classroom offers a range of benefits for students, particularly in supporting their emotional regulation, focus, and overall wellbeing. When students have access to a sensory space, they can take breaks and return to learning activities with improved behaviour, reducing the likelihood of disruptive outbursts and increasing overall engagement. | Cohort/ Groups / Individual |
| Early Intervention | Disability Standards for Education | Staff create learning environments that support all students with diverse learning needs, including those with autism, ADHD, or sensory processing disorders, creating an inclusive environment. Under these staff provide reasonable [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments). Adjustments are determined based on the functional impact of the disability on the student’s learning, rather than a particular diagnosis of disability. Adjustments should be decided through the [collaborative curriculum planning process](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/collaborative-curriculum-planning). | Cohort/ Groups / Individual |
| Targeted intervention | Learning and Support Team Meetings | The LST team works with teachers, students and families to support students who require personalised learning and support. | Individual students, parent/carer, class teacher |
| Targeted intervention | Attendance Policy and response plan | The LST team monitors individual student attendance patterns. The LST will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. This may include the Home School Liaison Officer in some cases. | Individual students, parent/carer, class teacher Principal |
| Targeted Intervention | Individual Behaviour Support Planning/ Behaviour Response Planning | This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. This may include the Team Around School personnel where necessary. | Individual students, parent/carer, class teacher, Principal |

## *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.

At Windellam Public School, staff identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying, through:

* Direct observation of students’ behaviours, interactions, verbal communication, or work (such as written materials, performances, or artworks).
* Information disclosed by individuals.
* Concerns raised by staff, parents, community members, or external agencies.

Students or parents can report bullying to any staff member. If a student informs their parent/carer of problematic behaviour, the parent/carer is encouraged to contact the classroom teacher first. If needed, the teacher will refer the matter to the principal.

Our responses to behaviours of concern apply to student actions:

* At school
* On the way to and from school
* During school-endorsed off-site activities
* Outside school hours and off school premises, where a clear connection to the school exists
* When using social media, mobile devices, or other technology involving another student or staff member

**Preventing and Responding to Behaviours of Concern**

Planned responses to behaviours that do not meet school expectations are either teacher-managed or Executive / Principal-managed. Staff use professional judgement to determine the level of management, considering whether the behaviour impacts the safety or wellbeing of students or others.

1. **Teacher Managed** – Low-level inappropriate behaviour is addressed by teachers both in the classroom and on the playground through use of our PBL planned behaviour response plan.
2. **Executive / Principal Managed** – Behaviour of concern or ongoing or frequent low-level inappropriate behaviour, as well as high-level inappropriate behaviour, are managed by the Executive / Principal.

All ongoing, frequent low-level behaviours and high-level behaviours are recorded in the School Bytes administration platform by the staff member who handled the incident. The Principal and Learning Support Team regularly monitor and respond to the behaviour data in School Bytes.

This process ensures consistent, effective management of student behaviour, prioritising wellbeing and safety for all members of the school community.

*School Wide Negative Behaviour Response Plan*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Behaviour** | **Response** | **Staff Action/Strategies** |
| **Low level behaviour** | These behaviours are usually a once off, lapse or infrequent behaviour.  Examples:   * Off task * Calling out over others * Disrupting the learning * Work refusal * Unkind words * Unkind actions * Out of bounds * Minor language (under breath, to self) * Taking other’s items * Not sharing * Unsafe actions (running past into someone) * Not using equipment responsibly * Late to class | **Warning (1)**   * Verbal name behaviour, say how is not our school value   “You threw the pencil, that is not respectful or safe.” | * Proximity * Rule Reminder * Signal/nonverbal * Ignore, teach, prompt, praise * Identify role model * Redirect * Reteach * Provide choice * Modify the environment * Modify task * Zones of regulation * Mindfulness * “We will begin when…” * What you walk past you accept * Ready to learn * Display expectations * Class dojo point taken * Take up time * Corrective feedback giving students a chance to improve |
| **Moderate level behaviour** | These behaviours at a more intentional, frequent and longer duration after a teacher has warned the student  Examples:   * Off task * Calling out over others * Disrupting the learning * Work refusal * Unkind words * Unkind actions * Out of bounds * Minor language (under breath, to self) * Taking other’s items * Not sharing * Unsafe actions (running past into someone) * Not using equipment responsibly * Late to class * Rough play | **Warning (2)**   * Verbal name behaviour, say how is not our school value   “You threw the pencil, that is not respectful or safe.”  This is your second warning. | * Student moved to a quieter workspace * Student has 5 minutes in sensory space * Student conference * Explicit teaching of behaviour * Time off play next break * Change seating plan * Pause, prompt, praise * Mindfulness * Incentive (not a ticket or token) * Brain break – Reset * Give anb alternative task |
| **High level behaviour** | This is a ‘behaviour of concern’. A behaviour that is challenging, complex or unsafe that requires more persistent and intensive interventions.  Behaviour card written and given to student.  Conference, feedback, self-reflection  Buddy Class or time off play next break   * Talking back to teachers * Yelling at others * Absconding * Inappropriate language * Inappropriate or unsafe use of equipment * Hands on behaviour * Frequent and long duration of disrupting the teaching and learning * Stealing | ***Warning (3)***   * Verbal name behaviour, say how is not our school value   “You threw the pencil, that is not respectful or safe.”  “You have distracted yourself and others, it is time for self-reflection at (buddy class or library veranda during break)” | * Fill in behaviour card * Student to go to buddy class or veranda during break time * Student completes the reflection on the behaviour card * Reporting teacher logs behaviour onto school bytes and placed into tub for filing * Parent meeting * Learning and Support meeting * Behaviour Booklet * Learning and Support Plan * Behaviour Plan / Response plan * Contact family |
| **Instant High** | This is a ‘behaviour of concern’. A behaviour that is challenging, complex or unsafe that requires more persistent and intensive interventions.  Behaviour card written and given to student.  Conference, feedback, self-reflection  Buddy Class or time off play next break   * Talking back to teachers * Yelling at others * Absconding * Inappropriate language * Inappropriate or unsafe use of equipment * Hands on behaviour * Frequent and long duration of disrupting the teaching and learning * Stealing | ***Reflection Card***   * I/others saw \_\_\_ and felt\_\_\_ as a result I am writing up a reflection card. * Student attends reflection | * Students with complex and challenging behaviours, or who demonstrate frequent inappropriate behaviours placing students’ learning and social success at risk, are to be referred to the school’s Learning and Support Team. Other actions may include consultation with the Team Around a School, developing a behaviour support/response plan and/or a risk assessment. |
| **Incident** | This is a behaviour that is unsafe and requires response from executive staff promptly. The student may have risk of safety to themselves or others.   * Remove other students (exit the room, lock the external door) * Call for executive * Move students to a location that is safe and out of line of sight (if possible) * Fill in incident sheet, facts only. | Principal/class teacher 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.  -Safety of others  -Remove others  -Call executive | * Fill in incident sheet * Call incident hotline 1800 811 523 * Call EAP 1800 060 650 * Debrief * Reset / Plan |

*School Wide Positive Behaviour Response Plan*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Behaviour** | **Response** | **Staff Action/Strategies** |
| **Free and Frequent** | * Respectful * Responsible * Excellence | 1. Identify school value being shown 2. Verbal and Non-verbal positive reinforcement | * Verbal recognition * High fives * stamps * Stickers * Phone call to families * Llama Ticket (name, action, signed, add to cup) * Student dojo point (name, select action, save) |
| **Intermittent** | * Respectful * Responsible * Excellence | 1. Identify school value being shown 2. Verbal and Non-verbal positive reinforcement | * Llama Ticket Draw (Thursday for 2x vouches and 1x lucky prize draw) Photograph and add to newsletter * Class dojo reward system every 10 points * Attendance draw (Friday for 2x snack and play) * Citizen Tokens (identify a strong demonstrated value and give a token, write on the back and students collect them to buy fun sessions on Wakey Llama Day in week 10.   4 tokens = half day  8 tokens = full day  8 tokens = Citizen certificate   * Class Token Jar = full jar = class reward e.g. movie session. Class can ear a reward for all work complete in the session with no warnings, or a full attendance for the week or a class compliment. |
| **Long and Strong** | * Respectful * Responsible * Excellence | 1. Identify school value being shown 2. Verbal and Non-verbal positive reinforcement | * Wakey Llama day at the end of each term (4 tokens = ½ day 8 tokens = full day in week 10) * Excellence Levels for PBL 100% of positive behaviour and 0 % of negative behaviour for one whole term week 1 – week 10 a student will progress up a citizen level   Level 1 – 3 = Certificates at end of terms  Level 4 = **Bronze Badge** **(K)**  Level 5 -7 = Certificates at the end of terms  Level 8 = **Silver Badge (1)**  Level 9-11 = Certificates at end of terms  Level 12 = **Gold badge + Custom Hat (2)**  Level 13-15 = Certificates at the end of terms  Level 16 = **Diamond badge + Drink Bottle (3)**  Level 17-19 = Certificates at the end of terms  Level 20 = **Platinum Badge + Custom Shirt (4)**  Level 21-23 = Certificates at the end of terms  Level 24 = **Badge + Watch (5)**  25-27 = Certificate at end of term  28 = **Hall of fame (Photo on School wall framed) (6)** |

|  |  |  |
| --- | --- | --- |
| Teacher/parent contact  Frequent | Teacher/parent contact  Intermittent | Teacher/parent contact  Long and Strong |
| Fortnightly PBL focus communicated to parents through School Bytes.  School newsletter in weeks 2,4,6,8  School informal front gate conversations  Individual communication books  Llama Shine Cards / Notice board | Teacher contacts parents when a range of corrective responses have not been successful.  Teacher contact parents/families about positive behaviour.  In some cases, individual planning and referral to LST may be discussed.  Student Excellence Certificates  Student Merit Certificates  Principal generates parent/carer letter informing that the student has participating in reflection time. A phone call may be made to the parent/carer depending on incident. Parent/carer will be invited to participate in the development of a behaviour support plan if required.  Student semester reports communicate student effort to meet PBL school values and expectations. | First term of year, meet and greet eventing with families to review school plans.  Post incident or concern - Principal will advise the parent/carer if a referral to the LST, outside agencies or Team Around a School is required.  Parent / Teacher conferences held 1-2 times a year |

***Responses to serious behaviours of concern***

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in School Bytes. Responses may include:

* review and document incident
* determine appropriate response/s, including supports for staff or other students impacted
* refer/monitor the student through the school learning and support team
* develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
* reflection and restorative practices (listed below)
* liaise with [Team Around a School](https://education.nsw.gov.au/inside-the-department/directory-a-z/team-around-a-school) for additional support or advice
* communication and collaboration with parents/carers (phone, email, School Bytes parent portal, face to face meeting)
* formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

* [Incident Notification and Response Policy](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06).

## ***Detention, reflection and restorative practices***

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
| --- | --- | --- | --- |
| Reset Time - classroom sensory space or quiet place  Individual reflection of behaviour followed by conversation with teacher about behaviour of concern. | Immediately following 2 warnings about the behaviour; until student is self-regulated or maximum of 20 minutes | Teachers | School Bytes |
| Time Away – buddy class  Completion of individual student reflection template in buddy class, followed by completion of any missed classroom learning tasks. | If inappropriate behaviour continues after student has completed classroom reset time; until student is self-regulated or 20mins maximum. | Teachers | Behaviour Card + School Bytes |
| Time off Play – playground  Individual reflection of behaviour followed by conversation with duty teacher about behaviour of concern. | Immediately following 2 warnings about the behaviour; 10mins | Duty Teacher | Behaviour Card + School Bytes |
| Reflection time – Principal/executive  If high or frequent moderate inappropriate behaviour continues or student displays a major inappropriate or unsafe behaviour, the student is referred to the Principal for reflection time. | Upon continuation of moderate behaviours which have already resulted in buddy class or off play reflection; in the event of a major behaviour; move and groove session | Principal/Exec | Reflection Sheet +School Bytes + Family communication |
| Alternate play plan  Withdrawal from free choice play and re-allocation to office for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention) | Next break.  Length – dependent on major behaviour | Principal/Exec | School Bytes + Family communication |

## Review dates

Last review date: (31/01/2025) Day 1, Term 1, 2025

Next review date: (30/01/2026) Day 1, Term 1 2026

### Appendix 1: Behaviour management flowchart

Speak privately with student

What will happen here?

*Has the behaviour   
stopped or improved?*

*Calm and engaged classroom*Apply preventative strategies

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

**Observe behaviour**

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

**Behaviours of concern**

Manage it at teacher level.

De-escalate the situation by *calmly*:

* List strategies

*Has the behaviour stopped or improved?*

NO

YES

NO

YES

**Consider additional supports**

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

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

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

YES

**Serious behaviours of concern**

Teacher to inform executive staff and focus on safety.

* List strategies

NO

NO

YES

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Provide positive verbal/nonverbal acknowledgement

Speak privately with student

What will this process look like?

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

### Appendix 2: Bullying Response Flowchart (Optional)