1. Overview

At Dora Creek Public School we are committed to nurturing the wellbeing of all students while setting and upholding high standards of behaviour. We dedicate ourselves to both teaching and modelling positive conduct, ensuring an environment where every student is encouraged to participate in and contribute to our school community.

Our vision is to embrace an inclusive culture of success where everyone is connected and empowered to reach their potential. Through a foundation built on respect, integrity and excellence, we aim to provide an educational experience that encourages academic growth and the development of safe, respectful, and compassionate learners within a supportive and nurturing community.

Grounded in the principles of positive behaviour support, trauma-informed care, inclusivity, and social-emotional learning, our approach is comprehensive, considering the holistic needs of our students. We maintain high behavioural standards through consistent role modelling, explicit instruction, and thoughtfully planned responses, demonstrating our commitment to the wellbeing of our students and the high expectations we hold for their conduct.

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

- You Can Do It!
- Dora Creek Public School Behaviour Management and Support Program
- Restorative Practice

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

Dora Creek Public School rejects all forms of bullying behaviours, including 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 culture where bullying is less likely to occur.

2. Partnerships with parents and carers

At Dora Creek Public School, partnering with parents and carers is pivotal in shaping a conducive environment for student development and behaviour management. This collaborative effort involves actively seeking and incorporating feedback from parents and carers through various channels. We engage parents and carers through an extensive range of methods including:

> Tell Them From Me surveys, school surveys, P&C and local AECG consultations, three way parent-teacher interviews, formal semester reports, and through efficient communication channels such as Sentral, the school newsletter, website, emails, face-to-face meetings and Facebook.

By seeking these insights, the school continually refines its strategies to enhance student learning, safety, and wellbeing.

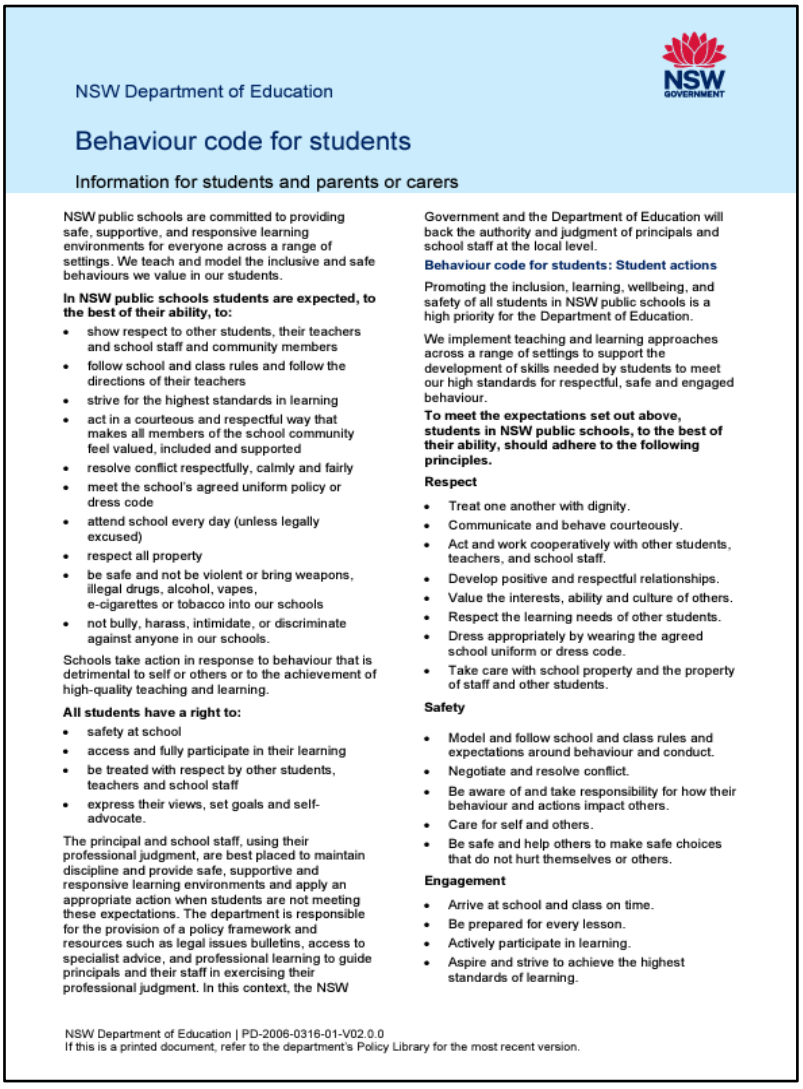
Furthermore, the NSW Department of Education's school community charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive. A copy of the charter can be found here.

3. School-wide expectations, values and rules

Dora Creek Public School has the following school-wide expectations, values (*Appendix 14 - You Can Do It! Education Model Implementation Strategy*) and rules. They are:

Respectful	Safe	Engaged
Follow instructions and directions	Tell the truth, be honest	Always give your best
Show kindness and empathy to others	Take responsibility for your actions	Embrace challenges and reach your potential
Embrace differences and foster inclusivity	Do the right thing, even when it's difficult	Maintain a growth mindset, never give up

For further information on our behaviour expectations, please refer to our *Behaviour Consistency Guide (Appendix 15).*



NSW Department of Education

Behaviour code for students

Information for students and parents or carers

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

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

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

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

All students have a right to:

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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

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

Respect

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

Safety

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

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

NSW Department of Education | PD-2006-0316-01-V02.0.0
If this is a printed document, refer to the department's Policy Library for the most recent version.

3.1 Behaviour code for students

Dora Creek Public School is 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 here.

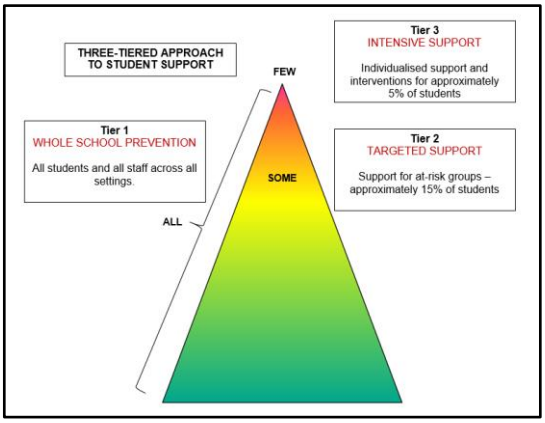
This document translated into multiple languages is available here: Behaviour Code for Students.

3.2 Whole school approach across the care continuum

Dora Creek Public School embeds student wellbeing and positive behavioural approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying.

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
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.



Dora Creek Public School has a number of strategies and programs to support and encourage positive behaviour and full student participation in the curriculum. These programs are listed below and outlined in the *Classroom/Teacher Checklist (Appendix 1).*

Care Continuum	Tier Level	Strategy or Program	Details	Audience	Started?
Prevention, Early Intervention, Targeted, Individual	Tier 1 Tier 2 Tier 3	**You Can Do It! Education Framework**	The You Can Do It! Education Framework is an evidence-based framework implemented to improve student engagement and wellbeing through trauma-informed teaching practices. This model focuses on creating a positive learning environment by addressing the holistic needs of students, particularly those who have experienced trauma. It integrates strategies for building strong relationships, fostering resilience, enhancing emotional regulation, and promoting a sense of safety and belonging in the classroom. The framework addresses the aspects of the psychological functioning of young people that lead to poor learning, behaviour, and social and emotional outcomes. Negative Attitudes and under-developed Character (values and strengths) help create five Social-Emotional Blockers. Additionally, the framework represents the Positive Attitudes and Character (values, strengths) that support five essential Social-Emotional Skills, all contributing to positive outcomes., each designed to	All	•

			support students' academic and social-emotional development. By adopting the You Can Do It! Framework, Dora Creek Public School aims to improve student outcomes and create a supportive, inclusive educational setting. **Implementation timeline:** Ongoing.		
Prevention	Tier 1	**Agreed class vision and expectations**	At the beginning of each school year, students and teachers co-construct a shared vision and set of behavioural expectations, fostering ownership and commitment to a positive classroom environment. This collaborative process promotes mutual respect, accountability, and a sense of belonging, creating a supportive and productive atmosphere for academic and personal growth. **Implementation timeline:** At the start of each year.	All	●
Prevention	Tier 1	**Whole-school values**	Whole-school values of Respectful, Safe, and Engaged are shared and upheld by the entire school community. Established through consultation with staff, students, community members, and student leaders, these values guide behaviour and decision-making, fostering a cohesive and supportive environment for all. **Implementation timeline:** Ongoing.	All	●
Prevention	Tier 1	**Assemblies and Merit Awards**	Class Merits are distributed fortnightly at a whole school assembly, recognising the positive behaviour of students. Further to this, bronze, silver, and excellence awards are presented to students once achieved. Merits are awarded to students for reasons including, but not limited to: demonstrating school values, quality work, positive relationships, responsible behaviour, helping others, growth in learning etc. Teachers are not required to ensure a student is given a minimum number of awards in a school year. 1 K-2 and 1 3-6 merit award will also be handed out per fortnight by the Teacher Librarian. Awards are only given for demonstration of positive behaviour. 1 Principal Award per class will also be handed out each term. (See Appendix 6) **Implementation timeline:** Recommencing Term 1, 2025 and ongoing thereafter.	All	●
Prevention	Tier 1	**Dojo's**	An incentive-based system designed to	All	●

		Rewards Program	encourage positive student behaviour through regular recognition and rewards. Teachers distribute Dojo's to students based on targeted behaviour focuses, Dojos are awarded in line with our school's expectations, safe, respectful, engaged. At each fortnightly assembly, the top 10 students will be acknowledged, and their names will be added to the poster. The yearly overall top 5 students will also be acknowledged. The class with the most Dojos for the fortnight will be named 'class of the week' and will choose bell song and sit on the seats at the next assembly. (See Appendix 2) **Implementation timeline:** Commence Term 1, 2025 then ongoing.		
Prevention	Tier 1	**Child Protection**	This program includes age-appropriate lessons that cover a range of topics such as identifying safe and unsafe situations, understanding personal boundaries, recognising different forms of abuse, and knowing how to seek help from trusted adults. The curriculum aims to empower students with the knowledge and skills to protect themselves and others, fostering a safe and supportive school environment. This mandatory instruction is an integral part of the school's commitment to safeguarding students and promoting their overall health and safety. **Implementation timeline:** Semester 1 each calendar year.	All	●
Prevention	Tier 1	**Playground games**	During lunch breaks, classroom teachers lead a variety of playground games to encourage physical activity, teamwork, and positive social interactions. By participating, students enjoy an active break while learning respect, cooperation, and sportsmanship, fostering a supportive school community. **Implementation timeline:** Ongoing.	Students K-6	●
Prevention	Tier 1	**E-Safety Toolkit for Schools**	The e-safety toolkit from the Office of the eSafety Commissioner categorises resources into four elements: Prepare, Engage, Educate, and Respond. These resources help the school community create and maintain safe online environments and prevent cyberbullying. The toolkit also includes actions for reporting and managing cyberbullying incidents effectively. **Implementation timeline:** Commencing	All	●

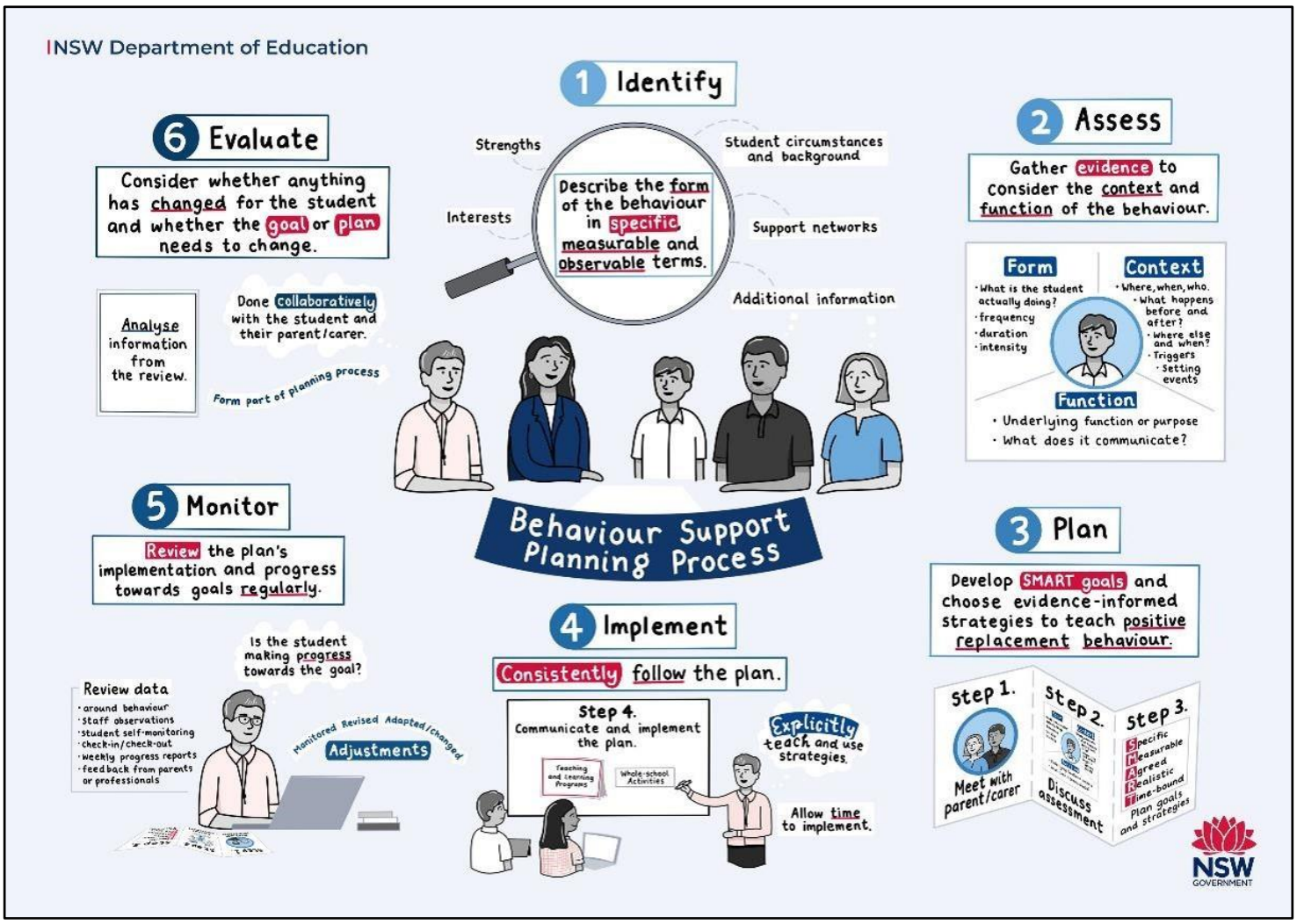
			Term 3, 2024 then the first week of Term 1 and 3 each year.		
Prevention	Tier 1	**National Days of Action**	Our school participates in annual National Days of Recognition and/or Action, including: ● Harmony Day ● National Day of Action against Bullying ● NAIDOC Week ● National Sorry Day **Implementation timeline:** Ongoing.	All	●
Prevention, Early Intervention	Tier 1, Tier 2	**Reflection Room**	Reflection Room, is a place where students can pause and contemplate their actions, fostering personal growth and behavioural awareness. Facilitated by our Assistant Principal, this space encourages students to reflect on their behaviour on the playground, aiding them in resolving conflicts and making positive choices moving forward. To ensure transparency and collaboration, parents/caregivers are promptly notified via phone, supporting open communication between home and school. (See Appendix 9 and 10) **Implementation timeline:** Ongoing.	All	●
Prevention	Tier 1	**Tell Them from Me Survey**	The Tell Them from Me survey is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture student, parent and teacher voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement. **Implementation timeline:** Term 2 and 3 each year.	All	●
Prevention, Early Intervention, Targeted, Individual	Tier 1 Tier 2 Tier 3	**Responses to Racism and/or Discrimination**	Dora Creek Public School ensures a prompt and structured response to incidents of Racism and Discrimination. Teachers initially discuss the incident with the student, refer them to the Reflection Room, record the incident, and notify the classroom teacher. The ARCO reviews and monitors the incident, escalating to discussions with the student and parents if needed. Consequences include Reflection Room discussions, parental notifications, and potential suspension for repeated offenses. Follow-up interventions involve classroom discussions, structured lessons, and targeted support to address and prevent future incidents, promoting a safe and respectful school environment. See *Appendix 8* for further information.	All	●

			Implementation timeline: Ongoing.		
Targeted, Individual	Tier 2 Tier 3	**Social Groups**	Social groups focus on building and maintaining friendships, tackling challenges together, and learning important life skills. Students navigate their emotions with support from peers and educators, fostering a supportive environment that enhances their social development and emotional well-being. These groups provide a safe space for children to develop essential skills for forming healthy relationships and managing social dynamics effectively. **Implementation timeline:** As required.	Individual students and small groups	•
Early Intervention, Targeted, Individual	Tier 2 Tier 3	**Learning and Support**	The Learning and Support Team (LaST) collaborates with teachers, students, school counsellors and families to provide personalised learning and support to students with diverse needs. The team identifies and addresses individual learning challenges, develops tailored support plans, and monitors student progress. This collaborative approach ensures that each student receives the necessary adjustments and interventions to succeed academically and socially. The LaST also works closely with external specialists and utilises various resources to support students' unique educational requirements. **Implementation timeline:** Ongoing.	All	•

Prevention, Early Intervention, Targeted, Individual	Tier 1 Tier 2 Tier 3	**Attendance**	Staff regularly track and monitor student attendance using a school-wide attendance monitoring spreadsheet. Administration staff promptly contact families if a student has an unexplained absence for two consecutive school days. Attendance coordinators meet regularly with the Home School Liaison Officer (HSLO) and the Aboriginal Attendance Officer (AAO) and convene planning meetings with students, families, and teachers to address barriers to improved attendance and set growth goals. Positive attendance is recognised by sending celebratory letters to students, promoting and reinforcing the importance of regular school attendance. This systematic approach ensures that attendance issues are promptly addressed, fostering a supportive environment that prioritises consistent student engagement. **Implementation timeline:** Ongoing.	Individual students, classroom teachers, office staff, attendance coordinator	•
Targeted, Individual	Tier 2 Tier 3	**Individual behaviour support planning**	Teachers collaborate with the Learning and Support Team (LaST) to develop, implement, monitor, and review individualised behaviour support, management, and risk management plans. This process involves identifying specific student needs, setting clear behavioural goals, and outlining strategies and interventions tailored to each student. Regular monitoring and review ensure the plans are effective and adjusted as needed. This comprehensive approach helps to address and manage behavioural challenges. **Implementation timeline:** Ongoing and as required.	Individual students, students, parent/ carer, LAST, AP	•

3.3 Planning behaviour support for individual students

Behaviour support planning is a continuous cycle of planning and improvement. The process of continuous reflection and improvement is focused on understanding underlying triggers and causes from the perspective of the individual student. Behaviour support planning can assist schools to provide additional support and guidance to identified students.



Further information on planning behaviour support for individual students can be found on the NSW Department of Education's website:

https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/planning-behaviour-support-for-individual-students

4. Planned responses to behaviours

Planned responses to behaviour are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed and refer to the *Behaviour Consistency Guide (Appendix 15)* for guidance in this matter. In doing so, staff will consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

4.1 Planned responses to positive appropriate behaviours

Dora Creek Public School staff model, recognise and reinforce positive student behaviour and behavioural expectations. The You Can Do It! Education Model (BSEM) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks. These

strategies are supported by a school-wide behaviour management plan with a reflective scope and sequence for explicitly teaching and reinforcing school values across the school community. Dora Creek Public School utilises the following planned responses to encourage and recognise positive appropriate behaviours:

- *You Can Do It! Education Model - Implementation Strategy (Appendix 13)*
- *Classroom Behaviour Management Flowchart - Peg System (Appendix 5)*
- *Dojo's Rewards Program (Appendix 2)*
- *Merits Goals (Appendix 6)*
- *Attendance - Improvement Letters (Appendix 11)*

At Dora Creek Public School, 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. As they develop mastery, they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

4.2 Planned responses to inappropriate behaviours

Dora Creek Public School staff have collaboratively developed a set of flowcharts to identify and respond to inappropriate behaviours in both the classroom and playground *(Appendix 4 and 5)*. Staff actively follow the flowcharts to respond to inappropriate behaviours and when required implement corrective responses to encourage positive appropriate behaviour. When establishing whether a behaviour is inappropriate, staff refer to the *Behaviour Consistency Guide (Appendix 15)*.

Corrective responses to inappropriate behaviours are recorded on Sentral (Dora Creek Public School's behaviour/wellbeing ITD system) when there is a repeated pattern of behaviour. Corrective responses can include:

Classroom setting	Non-classroom setting
Rule reminder	Rule reminder
Re-direct	Re-direct
Offer choice	Offer choice
Prompts	Prompts
Reteach	Reteach
Seat change	Play or playground redirection
Stay in break to discuss/complete work	Walk with teacher
Conference	Conference
TEAM Room (restorative practice)	Reflection Room referral (restorative practice)
Communication with parents/carers.	Communication with parents/carers.

To further support our school community and encourage school-wide consistency in implementation, Dora Creek Public School staff have developed a series of expectations for each playground area. These expectations are designed to support students in their understanding of appropriate behaviour when they are on the playground and encourage all staff to respond with consistency to breaches of these expectations.

When an individual student records three or more inappropriate behaviour incidents (YELLOW) in a 5-week period, the classroom teacher (CT) will arrange for a meeting between the parents/carers, CT and assistant principal (AP). This will be dealt with as a behaviour of concern (refer to section 4.3), having met the threshold of

'consistent/persistent disobedience and/or disruptive behaviour' as outlined in the NSW Department of Education's Suspension and Expulsion Procedures.

4.3 Planned responses to inappropriate behaviours of concern and serious behaviours of concern, including bullying and cyberbullying

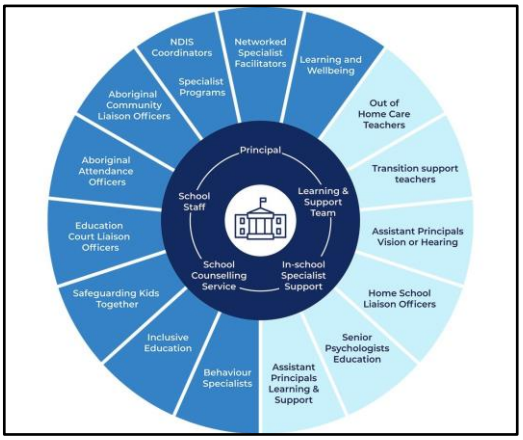
Dora Creek Public School has clear procedures for responding to inappropriate behaviours of concern and serious behaviours of concern. A behaviour of concern is a challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. For further information on the differences between a behaviour of concern and a serious behaviour of concern, please refer to our *Behaviour Consistency Guide (Appendix 15).*

Responses to all behaviours of concern and serious 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 and/or technology involving another student or staff member.

Responses to behaviours of concern and serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. Planned responses include:

- review and document incident
- determine appropriate response/s to support staff and other students impacted
- refer/monitor the student through the school learning and support team (LaST)
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments (see Section 3.3 - Planning behaviour support for individual students)
- liaise with Team Around a School for additional support or advice (see image)
- reflection and restorative practices (listed in Section 5 - Reflection Room, TEAM Room and restorative practices)
- communication and collaboration with parent/carers (phone, email, meeting)
- formal caution to suspend, suspension or expulsion (refer to the NSW Department of Education's Suspension and Expulsion Procedures).



4.3.1 Bullying, including cyberbullying

Students or parents can report bullying to any staff member. Dora Creek Public School's principal has the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including incidents involving cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Please refer to *our Anti-Bullying Flowchart (Appendix 7)* for further information on how we respond to incidents of bullying, including cyberbullying, at Dora Creek Public School. Additionally, school staff and community can find detailed information about our strategies to eliminate bullying in our Anti-Bullying Plan:

https://Dora Creek-p.schools.nsw.gov.au/about-our-school/rules-and-policies/anti-bullying_plan.html

4.3.2 Reporting and recording behaviours of concern and serious behaviours of concern

In line with our responsibilities for reporting and responding to behaviours of concern and serious behaviours of concern, Dora Creek Public School staff utilise Sentral to track and record incidents of concern.

Furthermore, 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.

5. Reflection Room and Restorative Practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Room - a structured debriefing and planning after a behaviour of concern with an individual student (reflection)	Next day at lunch break	Assistant Principal	Documented in Sentral. Communicated to parents via email.
The purpose of the Reflection Room is to provide a structured environment for students to reflect on their behaviour and plan for improvement, ensuring accountability and promoting positive behaviour changes. Students will be referred to the Reflection Room based on principles established in the *Behaviour Consistency Guide (Appendix 15).*			
Alternate play plan - withdrawal from free choice play and re-allocation to office or classroom for supervised play following a breach in behaviour.	Next break and continued as negotiated	Assistant Principal	Documents in Sentral. Communicated to parents via email or meeting.
The purpose of an alternate play plan is to assist the student to achieve the desired behaviour, to reflect on their behaviour and to make positive choices. Continued non-compliance of an alternate play plan will be dealt with under Section 4.3 of this policy.			
Reflection Room - a structured debriefing and planning session for classroom behaviours of concern, where an individual student reflects on their actions and develops a plan for improvement.	Immediately when a child is moved to Red plate and for the remainder of the session	Classroom Teacher/Assistant Principal	Documents in Sentral. Communicated to parents via phone call or meeting.
The Reflection Room is designated for addressing classroom behaviours of concern through a structured debriefing and planning process. When a student is referred to the TEAM (Reflection) Room, it follows the guidelines established in the Behaviour Consistency Guide (Appendix 15). Parents or carers will receive a detailed letter via Sentral outlining the incident that led to the referral. The TEAM Room aims to support students in reflecting on their actions and developing strategies for improvement, fostering a positive and respectful learning environment.			

Teacher Supervised Break - a supportive environment where students can reflect on their actions and receive guidance on making positive changes including an opportunity to complete missed or refused work from the previous session.	Next break and continued as negotiated	Classroom Teacher/Assistant Principal	Documents in Sentral. Communicated to parents via email or meeting.
The Teacher Supervised Break ensures that students complete unfinished work, helping them stay on track academically. The break also provides a structured environment for students to discuss incidents that have occurred in the classroom. This helps them understand the impact of their actions, reflect on their behaviour, and develop strategies to avoid similar issues in the future.			

Toilet and food breaks are always included when withdrawal from free choice play at recess or lunch is planned as a response to inappropriate behaviour. The maximum length of time will be appropriate to the age/development of the student. While in the Reflection Room, TEAM Room, or during a Teacher Supervised Break, students will complete a reflective task using one of the templates from *Appendix 9/10.*

6. Communicating this plan to the school community

This plan will be presented to the school's Parents & Citizens Association meeting for review, feedback and ratification.

This plan will be presented to the school's teaching staff for review, feedback and ratification.

Students will be informed about this plan through classroom reminders and Class assemblies.

Parents and carers will be advised via the school newsletter and school Facebook page. This plan can be accessed electronically via the school's website and in hardcopy at the school's administration office.

7. Complaints

If a student, parent or carer has a complaint under this plan, they should first follow our school's complaint process. If the issue cannot be resolved, please refer to the department's guide for students/parents/carers about making a complaint about our schools.

8. Review

The principal or delegated staff will review this procedure annually at the end of each new school year.

8.1 Review Date

This document was created on 05 November 2024.

Next review date is 01 December 2025.

Reviewed by: Damien Borrow

2/25/2025

X

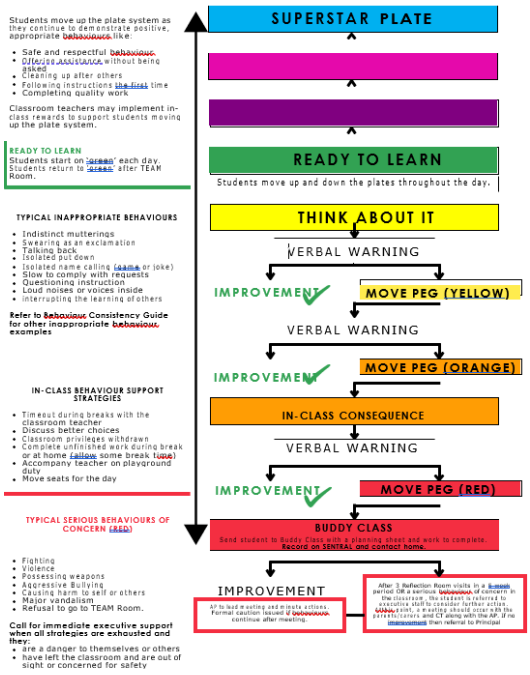
Damien Borrow
Principal, Dora Creek Public School
Signed by: BORROW, DAMIEN

Last review date:

Appendix 1 – Classroom Checklist

This checklist should be used across all classrooms to provide consistency and familiarity for students and staff.

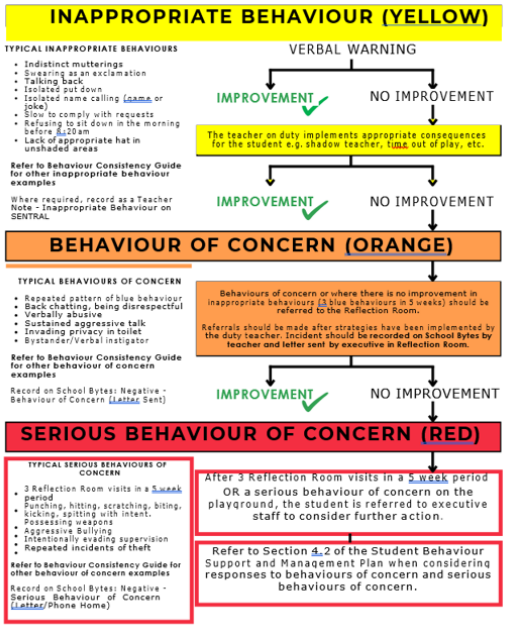
Classroom Flowchart



Merit Process

Behaviour Consistency Guide

Playground Flowchart



Appendix 2 – Positive Recognition Program (Dojos)

ClassDojo

Dojos are given out in classroom and playground. Aim for at least 10/duty and 10 per session in class.

An incentive-based system designed to encourage positive student behaviour through regular recognition and rewards. Teachers distribute Dojos to students based on targeted behaviour focuses, Dojos are awarded in line with our school's expectations, safe, respectful, engaged. At each fortnightly assembly, the top 10 students will be acknowledged, and their names will be added to the poster. The yearly overall top 5 students will also be acknowledged. The class with the most Dojos for the fortnight will be named 'class of the week' and will choose bell song and sit on the seats at the next assembly.

REWARDS

WHOLE SCHOOL REWARD (Examples)

1st

/ \

BYO Board Games + Ice Cream Bring your favourite board games and create your own custom ice cream with a variety of flavours and mix-ins for a session of fun!

2

Movie and popcorn session

A fun-filled movie screening with delicious popcorn and cold drinks!

3

Free choice sport

Choose your favourite sport and enjoy a lively session with your friends!

4

Handball under the TOP COLA

Join a thrilling handball session under the Area 4 COLA with your friends!

5

Mindfulness Colouring (prescribed reward)

Supervised by Principal or Assistant Principal.

Rewards days are out-of-uniform for the whole school.

REWARDS

POSSIBLE CLASS REWARD

Class rewards can be for 1 session or 1 day.

Appendix 3 – Morning Check In

Greetings

Teachers greet students at the door using visual cues, allowing students to select their preferred type of greeting. This can be modified to a "Morning Circle" type activity if deemed appropriate for your class. Once inside, students gather in a circle, where they greet each other and choose from a range of greeting options.

Check in

Teacher leads a simple verbal or non-verbal check-in to gauge how students are feeling.

Values & Expectations

Values should align with the focus of the 'You Can Do It! lesson, a stage bank of activities, or address issues that have emerged from the playground or classroom.

Announcements

Teacher announcements preview the learning and activities for the day or week. Students then have a brief period to share their own announcements in a circle or during turn-and-talk sessions. The teacher should actively circulate and engage with students during this time.

Positive Primer

A quick game to help students transition into a learning mindset, with the option for either the students or teacher to choose the activity.

What Went Well

Finish morning circle with a reflection on 'what went well' (www). This encourages students to build positive reflection and savour their achievements.

Appendix 4 – Playground Flowchart

INAPPROPRIATE BEHAVIOUR (YELLOW)

TYPICAL INAPPROPRIATE BEHAVIOURS

- Indistinct mutterings
- Swearing as an exclamation
- Talking back
- Isolated put down
- Isolated name calling (name or joke)
- Slow to comply with requests
- Refusing to sit down in the morning before 8:20am
- Lack of appropriate hat in unshaded areas

Refer to Behaviour Consistency Guide for other inappropriate behaviour examples

Where required, record as a Teacher Note - Inappropriate Behaviour on SENTRAL

VERBAL WARNING

IMPROVEMENT ✓

NO IMPROVEMENT

The teacher on duty implements appropriate consequences for the student e.g. shadow teacher, time out of play, etc.

IMPROVEMENT ✓

NO IMPROVEMENT

BEHAVIOUR OF CONCERN (ORANGE)

TYPICAL BEHAVIOURS OF CONCERN

- Repeated pattern of blue behaviour
- Bock chatting, being disrespectful
- Verbally abusive
- Sustained aggressive talk
- Invading privacy in toilet
- Bystander/Verbal instigator

Refer to Behaviour Consistency Guide for other behaviour of concern examples

Record on SENTRAL: Negative - Behaviour of Concern (Letter Sent)

Behaviours of concern or where there is no improvement in inappropriate behaviours (3 blue behaviours in 5 weeks) should be referred to the Reflection Room.

Referrals should be made after strategies have been implemented by the duty teacher. Incident should be **recorded on School Bytes by teacher and letter sent by executive in Reflection Room.**

IMPROVEMENT ✓

NO IMPROVEMENT

SERIOUS BEHAVIOUR OF CONCERN (RED)

TYPICAL SERIOUS BEHAVIOURS OF CONCERN

- 3 Reflection Room visits in a 5 week period
- Punching, hitting, scratching, biting, kicking, spitting with intent.
- Possessing weapons
- Aggressive Bullying
- Intentionally evading supervision
- Repeated incidents of theft

Refer to Behaviour Consistency Guide for other behaviour of concern examples

Record on SENTRAL: Negative - Serious Behaviour of Concern (Letter/Phone Home)

After 3 Reflection Room visits in a 5 week period OR a serious behaviour of concern on the playground, the student is referred to executive staff to consider further action.

Refer to Section 4.2 of the Student Behaviour Support and Management Plan when considering responses to behaviours of concern and serious behaviours of concern.

Dora Creek Public School

Established 1870

Student Behaviour Management and Support Plan

Reviewed November 2024

Appendix 5 – Classroom Flowchart

Students move up the plate system as they continue to demonstrate positive, appropriate behaviours like:

- Safe and respectful behaviour
- Offering assistance without being asked
- Cleaning up after others
- Following instructions the first time
- Completing quality work

Classroom teachers may implement in-class rewards to support students moving up the plate system.

READY TO LEARN

Students start on 'green' each day. Students return to 'green' after TEAM Room.

TYPICAL INAPPROPRIATE BEHAVIOURS

- Indistinct mutterings
- Swearing as an exclamation
- Talking back
- Isolated put down
- Isolated name calling (game or joke)
- Slow to comply with requests
- Questioning instruction
- Loud noises or voices inside
- interrupting the learning of others

Refer to Behaviour Consistency Guide for other inappropriate behaviour examples

IN-CLASS BEHAVIOUR SUPPORT STRATEGIES

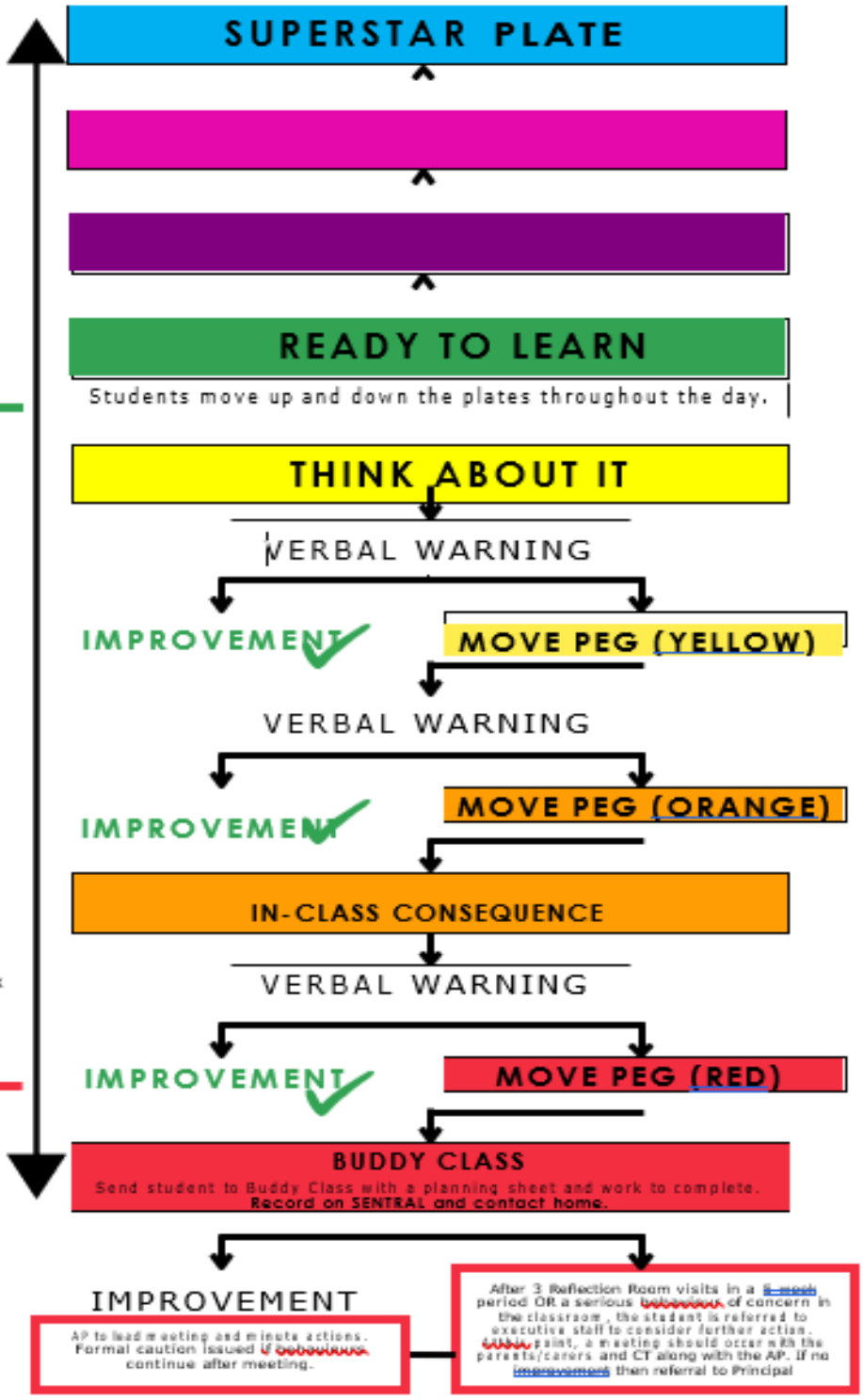
- Time out during breaks with the classroom teacher
- Discuss better choices
- Classroom privileges withdrawn
- Complete unfinished work during break or at home (allow some break time)
- Accompany teacher on playground duty
- Move seats for the day

TYPICAL SERIOUS BEHAVIOURS OF CONCERN (RED)

- Fighting
- Violence
- Possessing weapons
- Aggressive Bullying
- Causing harm to self or others
- Major vandalism
- Refusal to go to TEAM Room.

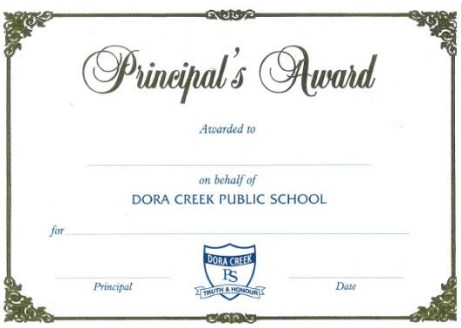
Call for immediate executive support when all strategies are exhausted and they:

- are a danger to themselves or others
- have left the classroom and are out of sight or concerned for safety



Appendix 6 – Merit Awards Process

Merits are awarded to students for reasons including, but not limited to: demonstrating school values, quality work, positive relationships, responsible behaviour, helping others, growth in learning etc.



Appendix 7 – Anti-Bullying Flowchart

Whole-school approaches to prevent and deal with bullying focus on a supportive, caring, respectful teaching and learning community.

Bullying witnessed by teacher or report of bullying is made by a student or parent/carer.

Teacher/student discussion. Strategies put into place.

Teacher enters details of incident on SENTRAL.

AP monitors via SENTRAL and/or student check-in. Strategies put in place e.g. Playground Card

If bullying continues, student is referred to Principal and is issued a Formal Caution to Suspend.

If bullying continues, Suspension issued and referral to counsellor/outside agencies.

Serious bullying incident.

Follow DoE procedures for reporting incidents involving assaults, threats, intimidation and harassment.

Appendix 8 – Reporting Incidents of Racism and Discrimination

INCIDENT OCCURS

FIRST INCIDENT	SECOND INCIDENT	SUBSEQUENT INCIDENTS

TEACHER RESPONSIBILITY

1. Staff member to discuss w/ student and refer to Reflection Room either instantly or next day.
2. Record on Sentral under Racism/Discrimination.
3. Notify student's classroom teacher.

ARCO RESPONSIBILITY

Review incident on Sentral and monitor	Review incidents. Individual discussion with student and parent.	Individual discussion with student and parent. Upper executive notified.

CONSEQUENCES

Reflection Room to discuss w/ exec on duty. Letter sent.	Reflection Room. Parent notified of incident by meeting or phone.	Reflection Room. Parent meeting w/ DP. Formal caution can be issued and future incidents result in suspension.

FOLLOW UP/INTERVENTION

Tier 1	Tier 2	Tier 3
CT discusses with class the impact of racism (age appropriate).	ARCO+AP+Student discussion. Racism, No Way! Lesson	Targeted intervention to support student over time.

Appendix 9 – K-2 Reflection Room Template

What happened?

Who was affected?

Your actions
Write or draw about what you did.

Future actions
What can you do next time to make better choices?

Plan for Moving Forward
Draw or write a plan for how you will act differently.
Who can you talk to if you need help?

Agreement
Talk about your plan with a teacher or a trusted adult.

Get their help and write down what they say on the back of this page.

Appendix 10 – 3-6 Reflection Room Template

This worksheet is designed to guide students in Year 3-6 through a restorative practice process to reflect on their actions, understand the impact on others, and find ways to make amends.

Situation

What is the situation I am trying to resolve?

Options & Outcomes

What options do I have to try and solve this problem?
What will happen if I choose each outcome?

Action

Which option will I choose to action?

Reflection

What can you do differently next time to avoid a similar situation?
How can you make better choices in the future?

Appendix 11 – Attendance Improvement Letters

SAMPLE ONLY

GOING TO SCHOOL MATTERS AND WE NEED YOUR HELP

Dear Parent/ Carer

{student_first_name} missed {absence_count_for_period} full days of school last term and lost {late_duration} of learning time due to arriving late.

We're here to work with you to get {student_first_name} to school every day.

{student_first_name}'s school attendance will have an impact on their future opportunities. When your child is not at school they miss important opportunities to learn, build friendships, and develop skills through play.

The school is here to support you and {student_first_name}. We can offer personalised support to help you get {student_first_name} to school every day. You can call us on {school_phone_number} to find out more.

Together we can have a big impact on {student_first_name} attending school and help build lifelong habits. We look forward to working with you to support you in getting {student_first_name} to school every day.

Yours sincerely,

{principal}

Principal

Dora Creek Public School

Appendix 14 – *You Can Do It*! Implementation Strategy

You Can Do It! Education

YCDI! PREVIEW LOGIN: PRIMARY

Everything you need to know about You Can Do It! Education K-12
PREVIEW 00. Accepting Myself Leaders Guide
PREVIEW 00. Accepting Myself Parent Guide
PREVIEW 00. Accepting Myself Student Program (Part 1) (year levels 5-7, ages 9-16+)
PREVIEW 01. YCDI! Early Childhood Program Achieve (Kinder, Pre-primary, Foundation, ages 3-6+)
PREVIEW 02. Program Achieve Primary (year levels 1-6, ages 5-13)
PREVIEW 05. 06. 08. 09. 10. 11. Additional Programs
PREVIEW Professional Development eLearning Courses:
E1. YCDI! SEL for All and E2. The Resilient Educator

STEP 1
Click this button

LOG IN

Or go to youcandoiteducation.com.au
and click LOG IN

STEP 2
Enter the following

Username: ycdiprimary
Password: Ycdi!9902

STEP 3
Click Enter on any tile to preview

If you have any question or technical issues, please see our FAQs
Visit our Terms and Privacy for User Conditions of YCDI! Education

You Can Do It! Education

Enquiries 1800 155 603
enquiries@youcandoiteducation.com.au
www.youcandoiteducation.com.au

THE BERNARD Group

01. Program Achieve Early Childhood. A Social-Emotional Learning Curriculum

(ages 3 – 6 and first year of school)

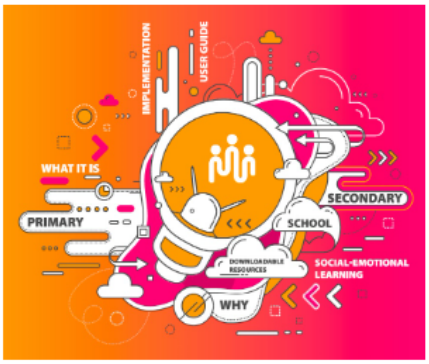
- 5th edition now includes SEL brain-based activities.
- Suggestions for teaching younger children (ages 3-4) in each lesson.
- New role-play activities that have children practising their social-emotional skills.
- Booklist provides books with characters who do/do not portray each of the 5 social-emotional skills. A total of 215 books are listed.
- Downloadable *YCDI! Quick Reference Cards: Teaching Social-Emotional Skills in Early Childhood.*
- Complimentary downloadable classroom poster.

02. Program Achieve Primary

This curriculum teaches attitudes, values/character strengths, social-emotional skills for success, relationships and wellbeing, and overcoming social-emotional blockers.

The 5th edition of this program now includes SEL brain-based activities that develop students' wellbeing skills to strengthen their emotional self-management and self-motivation, which dramatically impacts their wellbeing and achievement.

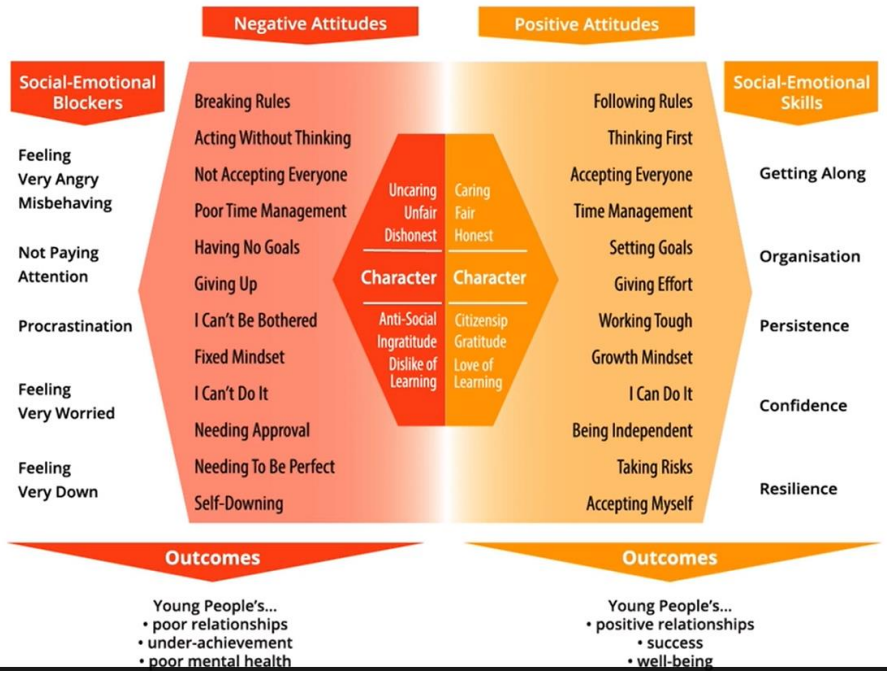
05. You Can Do It! Education Resource Book



The **You Can Do It! Education Resource Book – What it is. Why we need it. How to do it.** is a must-have collection of downloadable, shareable resources for educators that support, energise and build competence in social-emotional learning.

This comprehensive collection of 80+ YCDI! Insights include brief articles on how to use YCDI! 's Program Achieve curriculum, best classroom and school-wide practices, surveys, posters, award certificates, parent education, overcoming student social-emotional difficulties, implementation guidelines, and much more!

YOU CAN DO IT! EDUCATION'S SOCIAL-EMOTIONAL LEARNING FRAMEWORK



YCDI! SOCIAL-EMOTIONAL LEARNING FRAMEWORK

This framework, developed by Michael Bernard and his colleagues, forms the basis of our YCDI! Education programs. It addresses the aspects of young people's psychological functioning that lead to poor learning, behaviour, and social and emotional outcomes.

Negative Attitudes and under-developed Character (*values and strengths*) help create five Social-Emotional Blockers.

Additionally, the framework represents the Positive Attitudes and Character (*values, strengths*) that support five essential Social-Emotional Skills, all of which contribute to positive outcomes.

Appendix 15 – Behaviour Consistency Guide **(NB: Colours to be changed to match new flowcharts)**

DORA CREEK PUBLIC SCHOOL
BEHAVIOUR CONSISTENCY GUIDE

Response to ALL student problem behaviour is: *calm, consistent, brief, immediate, respectful, and private*

Expected behaviour (Praise) | *Teacher to correct* | *Sentral record (minor)* | *Sentral record (major)*

Disruptive classroom behaviour Allow Others to Learn Off task behaviour affecting the learning of other students Continued interruption of other students Off task behaviour affecting whole class learning Repeated interruption of others' learning Consistent/deliberate behaviour affecting whole class learning	**Disrespectful Manner / Swearing** Use Respectful Language Swearing as an exclamation Ignoring Instructions Isolated lack of respect in manner Repeated lack of respect/ challenging manner Swearing amongst peers Verbally aggressive Swearing abusively at adult/peer Persistent challenging manner	**Intimidation / Harassment / Exclusion** Use Kind, Calm Words Isolated name calling, put downs, intimidation or exclusion Repeated name calling, put downs, intimidation or exclusion Continued name calling, put downs, intimidation or exclusion Threatening harm
Physical violence / Aggressive play / Rough games/ Sticks Stick Free Unintentional or minor contact Intentional contact - Pushing/ shoving/ grabbing Tackling/hitting with intent Pursuing to strike Spitting on or at somebody	**Inappropriate use of Property (Equipment / Resources)** Use Equipment Safely and Respectfully Careless use or accidental breakage of property Accidental breakage of property and/or reckless misuse Intentional breakage or damage of property through destructive use	**Toilet Play** Use Facilities Appropriately Playing in the toilet Inappropriate use of toilet area and facilities Repeated inappropriate use of toilet area and facilities, damage to area, Invading privacy
Refusal to participate in learning Start Learning Tasks Promptly Slow to comply or begin learning tasks Refusal to begin learning tasks Refusal to remain on task Repeated / persistent refusal to begin learning tasks or remain on task	**Personal Space/Touching** Hands and feet to yourself Inappropriate touching without intent Inappropriate touching/Invasion of personal space with intent Deliberate, targeted, inappropriate touching/ Invasion of personal space	**Moving Safely and Sensibly** Walk, Walk, Walk Moving inappropriately Continuing to move inappropriately after redirection Moving in a way that affects the safety of others Repeated refusal to follow safety instructions and/or caused injury to self or others
Climbing Play Safely Climbing without supervision Climbing or swinging after a warning Intentional climbing and refusal to follow safety instructions	**Dishonesty** Honest at all times Not disclosing important information Intentional dishonesty Repeated intentional dishonesty	**Out of Bounds** Stay Visible Out of bounds Repeated presence in out of bounds area Absconding Intentionally evading supervision

SAFE RESPECTFUL ENGAGED