

EXPECTATIONS FLOWCHART



BE CURIOUS

**CURIOSITY KEEPS LEADING US
DOWN NEW PATHS**

BE INCLUSIVE

**INCLUSIVE CLASSROOMS LEAD
TO INCLUSIVE SOCIETIES**

BE YOUR BEST

**BEING YOUR BEST IS MORE
IMPORTANT THAN BEING THE BEST**

MINOR BEHAVIOURS TEACHER MANAGED ON THE SPOT

MAJOR BEHAVIOURS TEACHER MANAGED WITH A CONSEQUENCE

Non Compliance	Physical Contact
Ignoring instruction from teacher Not completing work Refusal to participate in lessons	Unwanted physical contact Rough play Play fighting Accidental physical contact
Inappropriate Language and Gestures	Property Misuse
Name calling Swearing (indirect) Put downs Words that are mean and hurtful Rude gestures Words that exclude others	Not handing phones into office Throwing materials Looking through others' bags Not respecting school property Using equipment inappropriately or in the wrong area No climbing on rails
Disruption	Inappropriate use of Technology
Interrupting other people's learning Calling out Interfering with other people's games Inappropriate voice level/sounds	Searching for information that is off task Use of inappropriate material Hiding the screen

Out of Bounds
Being in a learn space without permission Leaving the learn space without permission Not being in the right place at the right time No hat - you must play in the shade area in Block D

TEACHER MANAGED
STEP 1
Remind students of expectation Re-direct student and remind them of the expectation (No more than 3 times) Using language of choice "You have a choice, you need to use the computer for the task at hand or you will be choosing to work without the computer." "You have a choice, you need to participate in the activity or you will be choosing to do your work at home tonight."

STEP 2
If the behaviour does not change after 3 reminders, the incident will be recorded on Sentral (Notify AP) and a consequence will be put in place
1 - Incident becomes a major 2 - Move student away from the activity or resource 3 - Student Conference 4 - Phone call and letter home to parent to let them know what is happening

PLAYGROUND - STEP 1
Remind students of expectation Re-direct student and remind them of the expectation (No more than 3 times) Using language of choice "You have a choice, you need to use the sports equipment appropriately or you will be choosing to move away from this game."

PLAYGROUND - STEP 2
If the behaviour does not change after 3 reminders, the incident will be recorded on Sentral (Notify AP) BY THE PLAYGROUND TEACHER and a consequence will be put in place.
1 - Move student away from the activity or resource 2 - Walk and talk student conference 3 - Student Conference 3 - Kids Watch tabled at Stage and LST meetings to identify students who may need support on playground 4 - Phone call and letter home to parent to let them know what is happening

Abusive Language	Physical Aggression
Swearing (direct) Racist/culturally inappropriate comments Discriminatory comments	Kicking, hitting, biting, punching, tripping, spitting, shoving, throwing items with the intent to harm others Use of object as a weapon
Sexualised Behaviour	Repeated Minor Behaviours
Touching private areas of others Exposing private areas of self or others Inappropriate sexual comments, noises or actions towards others Searching or sharing online for inappropriate videos/images/content	Constantly disrupting classroom learning (noises, throwing things, calling out, touching others) Continual back chatting/arguing Continual refusal to follow instructions
Harrassment	Property Damage
Intimidation of other students/staff Threatening students/staff Persistent teasing of others	Intentional damaging of students/staff/school property Vandalism Graffiti
Absconding	Theft
Deliberately leaving the classroom or school grounds without permission Failure to follow instructions to return to requested area	Stealing another's belongings Stealing school property Forgery Concealing another's belongings

Bullying
Bullying of other students (see Fact Sheets) Cyberbullying - use of technology to harm another (see Fact Sheet) Persistent deliberate exclusion of another student

EXEC MANAGED
Exec to be notified by sending another student to the office with "Exec Help Required" card Exec accompanies student to the Admin building Exec to work through the incident using restorative and choice theory process Exec support with consequence Details of the incident are to be entered on Sentral Teacher to make a parent phone call and send a letter home (with Exec support) WHS/MRG reports if necessary If required, suspension procedures will be applied

OTHER POSSIBLE SUPPORTIVE STRATEGIES
Referral to the Learning and Support Team for Tier 2 and 3 support Implementation of Behaviour Management Plan Implementation of a Behaviour/Social goal Implementation of a playground plan Social stories; visual timetables; interventions that target area of need Risk Assessment Specialist support services

SERIOUS INCIDENT AND CRISIS MANAGEMENT PROCEDURE

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Crisis Management	Teacher
Serious/dangerous aggression Physical assault of staff/students Absconding Continuing persistent behaviour posing unacceptable risk to another person's learning and/or wellbeing	1. Immediately ensure the safety of self and other students. 2. Redirect student to another area or evacuate the area if needed. 3. Send student to office with "Serious Incident - Help Required" card 4. Ensure the individual student safety and observe from a distance.
	Executive/Principal 1. Manages student through mediation strategies and negotiation. 2. Phone call home to parents to inform them of the situation. 3. Call the police if required. 4. Assess future actions and inform the Principal (if not involved). 5. Possible formal caution to suspend or suspension. 6. Debrief with class and teacher. 7. Executive/Principal completes the Sentral entry and WHS/MRG reports.

Serious and/or Criminal Behaviours that are grounds for suspension Managed by Principal/Exec

Causes actual harm to any person *

Poses an unacceptable risk to the health and safety, learning and/or the wellbeing of any person, including where such risk is posed by:

- (a) a student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other student and all possible interventions and supports to redirect or minimise this behaviour have already been attempted.
- (b) a student's behaviour that causes damage to or the destruction or loss of property.

*Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person may include the student exhibiting the behaviours of concern.

Behaviours of concern could include physical violence, verbal abuse or psychological abuse. Other examples may include:

- Bullying
- Drugs in schools
- Weapons and knives in schools
- Assault
- Racism or discrimination
- Misuse of technology

Relevant Policy Documents

→ Inclusive Education Policy for students with disability

→ Restrictive Practices Framework, Policy and Procedures

→ Student Behaviour Policy and Procedures

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents>

Behaviour and engagement


[Home](#) > [Student wellbeing](#) > [Behaviour and engagement](#) > [Behaviour support toolkit](#) > [Parents and carers](#)

Engaging with the school

Advice and support for parents and carers on strategies to help them work with their child's school.

Building relationships

Partnerships



Advice and support for parent and carers to help you understand and promote positive outcomes for your child.