

Flinders Public School Behaviour Support and Management Plan

Overview

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

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

Principles of positive behaviour support, inclusive practice, Zones of Regulation and social emotional learning underpin our daily teaching. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

The Flinders Public School Excellence Plan prioritises in our Strategic Development Plan; a planned approach to wellbeing excellence, through the provision of planned, quality evidenced based wellbeing intervention programs to ensure our students, staff and families will have their identified needs addressed. This is a precondition for whole school improvement in the areas of engagement and learning outcomes. It also a foundation for fostering a positive school culture and improved wellbeing and learning outcomes for all.

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

- Positive Behaviour for Learning (PBL)
- Zones of Regulation
- Rock and Water
- Occupational Therapy

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

Flinders Public School strives to create a safe, caring and nurturing environment free from bullying and harassment, so that every student can engage in quality teaching and learning activities to work towards achieving their academic potential.

Flinders Public School does not tolerate any form of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive culture where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

In collaboration with all members of our schooling community, Flinders Public School looks forward to empowering others to stand up and address bullying behaviours whilst upholding our school's core PBL values, '*Care for yourself*', '*Care for each other*' and '*Care for this place*'.

Partnership with parents and carers

Flinders Public School has and continues to partner with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent, carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG.
- reviewing our School Behaviour Support and Management Plan each year in consultation with the broader school community.

Flinders Public School will communicate these expectations to parents and carers through our school administration and correspondence platform and App of School Bytes, the school Facebook platform and our school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.



School-wide expectations and rules

Flinders Public School has the following school-wide expectations and rules:

To Care for Yourself, Care for Each Other and to Care for This Place.

Flinders PBL Matrix

	CARE FOR YOURSELF	CARE FOR OTHERS	CARE FOR THIS PLACE
All Areas	Listen to others Follow teacher instructions Stay in bounds	Speak politely Hands and feet to self Line up in two lines Report bullying	Rubbish in the bin Return equipment
Classrooms	Stay on task Be prepared to learn	Respect others	Look after school equipment
Playground/Cola	Walk on hard surfaces Finish games on the bell Wear hats and shoes Large balls on lower B, C D or Cola Play in front of trees in Area D	State agreed rules before play	Return equipment Respect nature
Canteen	Walk Sit to eat only in Area A Eat your own food	Wait patiently Use 'please' and 'thank you' Spend your own money	Quiet play
Fixed Equipment	Move in a clockwise direction Walk Ask Teacher to play Climb independently	Wait your turn Look around you	Use equipment appropriately
Hall/Assemblies	Wait quietly Participate appropriately Be proud of your achievements	Enter and exit quietly in lines Use audience manners Leave an aisle	Leave it clean Help pack up
Walkways	Walk	Keep to the left Move quietly	Keep walkways and doorways clear
Toilets	Use and leave Wash hands with soap and water	Wait for partner outside Use toilet appropriately Give privacy to others	Flush the toilet Keep area clean and dry

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.

In NSW Public schools, students are expected to:

- respect 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
- respect all members of the school community and show courtesy to all students, teachers and community members
- resolve conflict responsibly, calmly and fairly
- comply with the school's uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- not bully, harass, intimidate or discriminate against anyone in our schools.

Flinders Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

The Behaviour Code for Students can be found at:

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>.

This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum



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

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

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- 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.

The care continuum includes interventions for:

- all students – creating a safe and respectful learning environment
- some students – providing early intervention and targeted support for students at risk of developing negative behaviours
- a few students – supporting students with complex and challenging behaviour needs through intense, individual interventions.

Care Continuum	Strategy or Program	Details	Audience
Prevention Early Intervention Targeted Individual	Positive Behaviour for Learning (PBL)	PBL is an evidence-based framework that features clearly defined expectations, explicit teaching of expectations in all school settings, consistent positive feedback and acknowledgement system, continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation. It aims to improve social, emotional, behavioural and academic outcomes for all students.	Whole school
Prevention Early Intervention Targeted Individual	Restorative Practices	Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships.	Whole school
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Whole school
Prevention	Brain breaks / Crunch & Sip - Fruit break	Scheduled breaks of movement and nutrition integrate the whole brain, senses and body, preparing students for learning.	Staff and Students
Prevention Early intervention	Positive Classroom Management	Strong teacher/student relationships and highly visible expectations, including clear classroom rules. Quality connections and the development of trust is essential to student wellbeing.	Staff and Students
Prevention Early intervention	Communication with parents and carers	Open, timely and authentic communication between the school our parents, carers, students and community. Review meetings and negotiated communication systems are established to support learning, engagement, learning adjustments and student goals.	Whole school
Prevention Early intervention	Social Stories	Social stories explain social situations and/or routines that help children learn how to behave in these situations.	Teachers, SLSOs, Students and parents and carers.
Prevention Early intervention	Movement Breaks	When needed active breaks outside of the classroom, for 5-10 minutes, to increase energy and oxygen levels.	Teachers, SLSOs and Students.

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Check-in / Check-out	Daily check-in / check-out with executive. Behavioural goals for the classroom are set, monitored and reviewed. Students work towards a negotiated reward.	Students, Teachers, Parents/Carers, Executive
Targeted intervention	Playground Monitoring	Supporting positive choices in the playground through teacher monitoring, check in / out, in pre-determined play areas that are allocated on a playground card.	Students, Teachers, Parents/Carers, Executive
Targeted intervention	Social Skills Group	Social skills are explicitly taught through the use of games, board games, focused play or free-play, role play interactions, during a designated lunch break or defined time.	Students, Teachers, Parents/Carers, Executive and SLSOs.
Targeted intervention	Sensory Aides	E.g. Weighted blanket, chew necklace, fidget aide, chair band, peddle chair, headphones, sensory swing, etc.	Students, Teachers, SLSOs and Parents/Carers
Targeted intervention	School based Occupational Therapy – Gross Motor program	Supports students to develop fine and gross motor development. Students selected via recommendations. Sessions run for 25mins, twice weekly.	Students and SLSOs.
Targeted intervention	Cyber Safety	Annual lessons provided by the e-safety commission.	Students and Teachers
Targeted intervention	Rock and Water	Provides students a pathway to self-awareness and increased self confidence and social functioning. Delivered by leaders once a week to Year 3, 4 and 6.	Students and Teachers
Targeted/ Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Whole school
Targeted/ Individual intervention	Attendance and Support	The Attendance team support students with low attendance levels. Support is provided to teachers, parents and carers. The attendance team will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual Students, Teacher, Parents/Carers and Attendance Co-ordinator.
Individual intervention	External Providers	Collaborating with allied health services and other agencies to tailor strategies for support across school and home.	Individual Students, Parent/Carer, LAST, Executive
Individual intervention	Individual Behaviour Support Planning	This may include conducting functional behaviour assessments and developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual Students, Parent/Carer, LAST, Executive
Individual intervention	Team Around the School	Seek external support from Assistant Principal Learning and Support, Learning and Wellbeing Officer, Home School Liaison Officer, and Aboriginal Cultural Liaison Officer, as required.	Individual Students, Parent/Carer, LAST, Executive

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

Recognising and Rewarding Positive Behaviour (guidelines)

At Flinders Public School the Merit System's core purpose is to support students in the structures necessary to ensure they are positive, engaged functioning members of Flinders Public School and the broader society. The merit system supports our students by acknowledging our students for the

quality of their work, the engagement, persistence and application to their studies as well as celebrating the way our students conduct themselves and others in socially supportive ways to embody the values of Flinders Public School. These values are Caring for Yourself, Caring for Each Other and Caring for this Place.

Merit System

Flinders Public School believes that all student achievement is to be recognised as significant. Parents, carers, teachers and communities need to work together to encourage the development of the values of; Care for Ourselves; Care for Others and Care for this Place, at school, at home and in the wider community, as how we all need to function as a member of society. For new students enrolling after Early Stage One, consideration will be given to awards from their previous school or setting and they will be placed in our merit system accordingly.

<p>Trim the Cat Tickets 'Trims'</p>	<p>Named after Matthew Flinders' cat, these 'Trims' are distributed on a free and frequent basis as appropriate behaviours are displayed inside and outside the classroom setting.</p> <p>Trim tickets are not directly linked to the School Merit System, which means they cannot be traded for a merit certificate. However, it is envisaged that by acting in an appropriate manner to receive a Trim ticket a student will be more likely to display positive behaviour traits worthy of earning a school merit certificate. Trim tickets are about frequently acknowledging and rewarding appropriate behaviour that supports learning, engagement and wellbeing.</p> <p>All Trim tickets earned by students during a school week will be placed in a box for a draw during stage assemblies. Winners of the draw will receive a treat from the "prize box".</p>												
<p>PBL Stickers</p>	<p>PBL Stickers awarded in classroom and playground settings for significant instances of a student demonstrating an element from the Three school values/ rules and our Five classroom expectations.</p> <table border="0" data-bbox="411 1104 1125 1290"> <tr> <td data-bbox="411 1104 683 1133"><u>School Rules / Values</u></td> <td data-bbox="762 1104 1062 1133"><u>Classroom Expectations</u></td> </tr> <tr> <td data-bbox="411 1137 624 1167">Care for Yourself</td> <td data-bbox="762 1137 927 1167">Stay on Task</td> </tr> <tr> <td data-bbox="411 1171 603 1200">Care for Others</td> <td data-bbox="762 1171 1027 1200">Be Prepared to Learn</td> </tr> <tr> <td data-bbox="411 1205 639 1234">Care for this Place</td> <td data-bbox="762 1205 1059 1234">Be a Respectful Learner</td> </tr> <tr> <td></td> <td data-bbox="762 1238 954 1267">Respect Others</td> </tr> <tr> <td></td> <td data-bbox="762 1272 1121 1301">Look after School Equipment</td> </tr> </table>	<u>School Rules / Values</u>	<u>Classroom Expectations</u>	Care for Yourself	Stay on Task	Care for Others	Be Prepared to Learn	Care for this Place	Be a Respectful Learner		Respect Others		Look after School Equipment
<u>School Rules / Values</u>	<u>Classroom Expectations</u>												
Care for Yourself	Stay on Task												
Care for Others	Be Prepared to Learn												
Care for this Place	Be a Respectful Learner												
	Respect Others												
	Look after School Equipment												
<p>Merit Certificates</p>	<p>The Merit system is an annual Merit System and resets each year. Students can be awarded Merit Certificates for:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 10 PBL stickers (in any one of the 3 rule/ value areas) <input checked="" type="checkbox"/> Academic achievement <input checked="" type="checkbox"/> Attitude and effort <input checked="" type="checkbox"/> Sportsmanship (i.e., not just sporting achievement – recognised by PSSA) <input checked="" type="checkbox"/> Citizenship and demonstration of School Values <p>As students receive merit awards throughout the year they will move up "levels". They are presented with a certificate of recognition for that level and gain rewards. These are presented in class or at stage assemblies.</p> <p>The levels are as follows:</p>												
<p>Bronze Award</p>	<p>2 Merits = Bronze. 10 minutes extra play provided to students in an allocated time.</p>												
<p>Silver Award</p>	<p>4 Merits = Silver. 20-minute free time token given to be negotiated between the student and the teacher.</p>												
<p>Gold Award</p>	<p>6 Merits = Gold. Pizza party in the hall on the day of award organised by the school's PBL team and/or office staff.</p>												
<p>Platinum Award</p>	<p>10 Merits = Platinum. Students are presented with a 'Flindy Paw' badge that represents the honorary achievement. Parents are invited to join their Child and the school Principal for a morning tea to celebrate their child's achievement.</p>												

ROSEE Awards - Recognition of Student Effort and Excellence

The *ROSEE* Awards are completely independent of the Merit System. *ROSEE* Awards will be presented to students who display outstanding commitment towards promoting our School Values. They will be presented at a special *ROSEE* assembly which will be held in December each year. *ROSEE* Award categories will be;

- ☑ **Academic Achievement** [in Literacy, Numeracy, Other Key Learning Areas],
- ☑ **Attitude and Application to Learning,**
- ☑ **Students Student and Citizenship** [demonstration of school values inside/ outside the classroom - student identified] and
- ☑ **Effort, Perseverance and Engagement.**
- ☑ **Improvement**

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.

Flinders Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for Flinders Public School:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for Flinders Public School through support from staff, their teacher, executive staff members including the principal and or accessing the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses are recorded on School Bytes. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • time 'in' (calm space) • time 'out' (buddy class/office) • stay in at break to discuss/ complete work • conference • time to think, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • time to think, reflection and restorative practices • communication with parent/carer.

Flinders Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) and the principles of the Zones of Regulation program consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/Classroom 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. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent (Trim tokens) moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes (merits level awards).	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Positive Behaviour for Learning (PBL) and Second Step) weekly.	4. Teacher records on School Bytes system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Executive Team and/or Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/Parent contact	Teacher/Parent contact	Teacher/Parent contact
Teacher contact through School Bytes or phone calls home are used to communicate student effort to meet expectations. Recognition of positive individual and class behaviour are given/announced weekly.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

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

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

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Reporting and recording behaviours of concern

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

- [Incident Notification and Response policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Time to think, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Time to think room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (time to think)	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes
Alternate play plan (HUB group) – Groups of children attend the HUB for supervised play by the learning support teacher. The purpose is to assist students to achieve the desired behaviour, to increase social skills and make positive choices.	Lunch 1 or Lunch 2 Can be ongoing for one session per day (social skills)	Learning and Support Teacher	Documented in School Bytes
Alternate play plan (playground card) – withdrawal from self-selected free choice play and re-allocation to designated areas, according to playground card. The purpose is to assist the student to achieve the desired behaviour, by having them check in and out with the teacher on duty, who also monitors and supports the student to make positive choices	Daily (reviewed each week)	Assistant Principal / Deputy Principal	Documented in School Bytes
Restorative practice – <u>peer mediation</u> or <u>circles in groups</u>	Scheduled for either Lunch 1 or Lunch 2 break	Assistant Principal / Deputy Principal	Documented in School Bytes

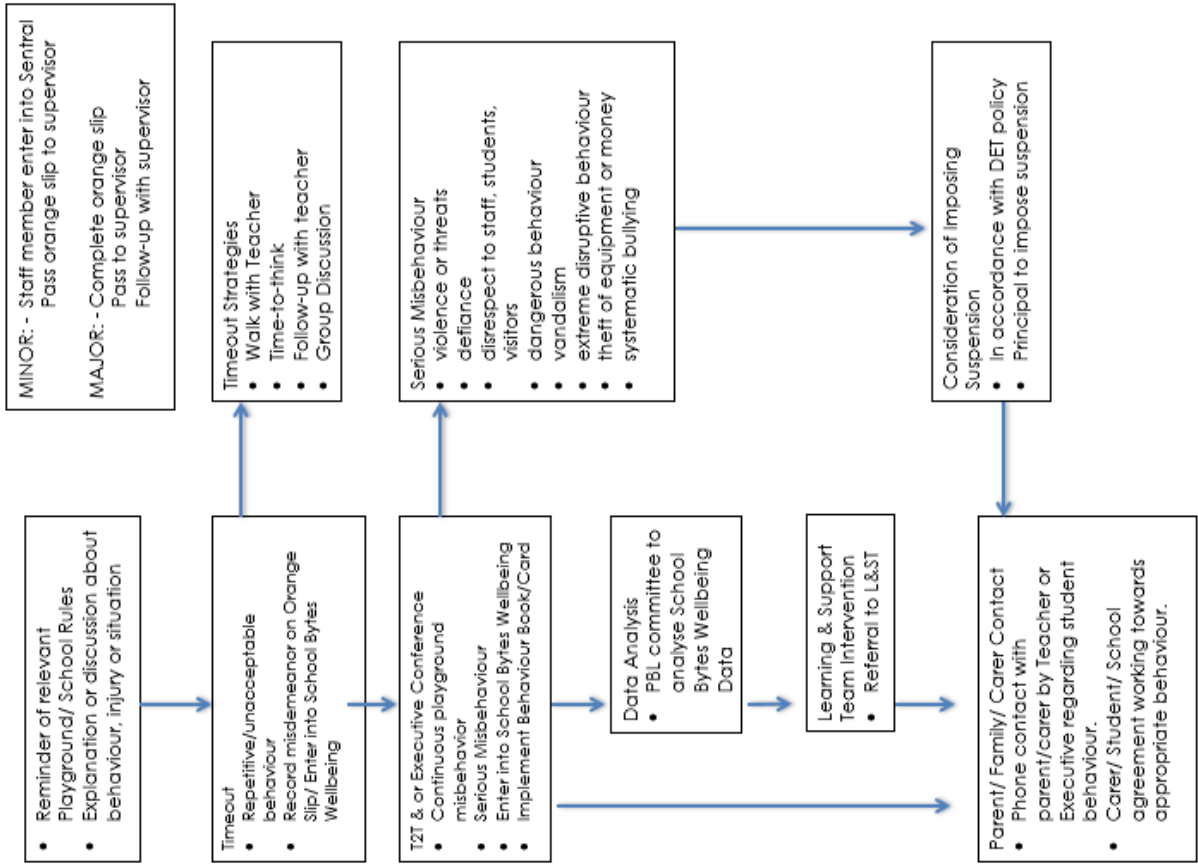
Review dates

Last review date: Thursday 6th February: Day 1, Term 1, 2025

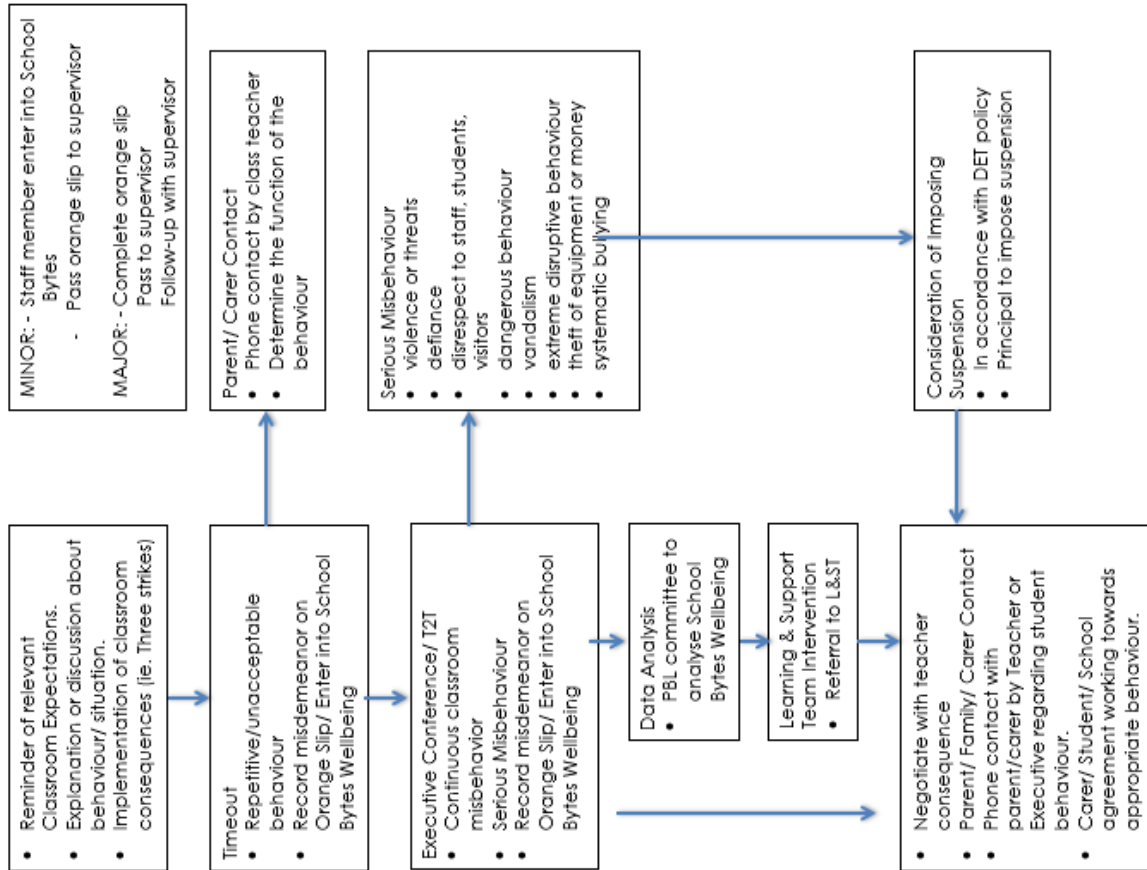
Next review date: Day 1, Term 1, 2026.

Behaviour management flowchart

PLAYGROUND SUPPORT FLOW CHART



CLASSROOM SUPPORT FLOW CHART



Bullying Response Flowchart

The following flowchart explains the actions Flinders Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



Definitions

Behaviour is defined as the way in which one acts or conducts oneself, especially towards others. In general terms, it can be anything we say or do.

Appropriate behaviour is behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. In general, appropriate behaviour is any behaviour that contributes to a positive learning environment and aligns with our school rules, codes of conduct and behavioural expectations.

Inappropriate behaviour or unacceptable behaviour (including bullying, harassment and victimisation) may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as gestures, written, telephone or e-mail communications or through social media.

Bullying is a broad concept which may generally be characterised as persistent and/or ongoing offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual. Please refer to Anti-Bullying Policy for further details.

Challenging behaviour is behaviour that significantly challenges the day to day functioning of the school. The behaviour impacts on learning and interrupts students' and staff capacity to feel safe or function in a safe and orderly environment.

At risk behaviour is any behaviour that has the potential to cause harm or injury to self or others. This includes physical, emotional or psychological harm.

Criminal offences refer to forms of unacceptable behaviour that may be serious enough to constitute a criminal offence. If Flinders Public School becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.