

School Behaviour Support and Management Plan

Overview

Our vision is to create a safe, respectful, and nurturing school environment where positive behaviour is encouraged and celebrated. We strive to support all students in developing essential social and emotional skills that promote resilience, empathy, and responsible decision-making. By implementing proactive and restorative practices, we aim to foster a sense of belonging and community, ensuring that every student can engage fully in their learning journey. Together with families and the wider community, we are committed to upholding high expectations for behaviour, cultivating a culture of respect and collaboration that empowers every student to succeed.

Partnership with parents and carers

At our school, we believe that working together with families is essential for supporting positive behaviour among students. To achieve this, we will:

- keep families informed about behaviour expectations and school events through newsletters, emails, and meetings, ensuring everyone understands the importance of their involvement.
- collaborate with parents to set behaviour goals for their children and create individual support plans for those who need extra help, ensuring consistency between home and school.
- send updates to families about their child's behaviour, celebrating successes and addressing any challenges through scheduled check-ins.
- invite families to participate in school events and establish parent groups where they can contribute ideas and help shape our behaviour policies.
- maintain open lines of communication, encouraging families to reach out with questions or concerns, and we will celebrate positive behaviour changes together.
- regularly seek feedback from families to assess the effectiveness of our behaviour support strategies and make necessary improvements to meet everyone's needs.

By working together, we can create a positive and supportive environment that helps all students thrive.

School-wide expectations and rules

Expectation - Organisation	Expectations – Get Along	Expectation - Resilience	Expectation - Perseverance	Expectation - Confidence
Right place right time	Take turns	Share equipment and follow rules of the games	Give our best effort	Ask for help
Respect property and correct uniform	Speak politely	Mindfulness practices- deep breaths, get a drink, reset	Listen to our teachers	Have a go
Eat before you play	Play sensibly	Talking about situations- talk to the teacher	Follow a plan	Support your friends
	Consider the feelings of others			

Behaviour Code for Students

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast club	Staff run a breakfast club every morning that provides access to a healthy breakfast, provides a positive start to the day and build connections between staff and students.	Staff and Students.
Prevention	Gate duty	Executive staff greet students at the front of the school. Checking in on students and building connections between staff, students and community.	Executive staff, students, community members.
Prevention	Child protection	Teaching child protection is a mandatory part of the syllabus.	Staff and students
Prevention	Trauma Informed Practice	In each room, staff provide supports for students to help manage and regulate emotions. This looks like ready to learn scales, zones of regulation strategies, calm spaces, mindfulness and sensory supports.	Staff and students.
Prevention	You Can Do It program	You Can Do It program develops and strengthens students social and emotional learning through explicit lessons. Awards	Staff, students and community members.

Care Continuum	Strategy or Program	Details	Audience
		and positive behaviour communication is provided to reinforce learning.	
Early intervention	Behaviour communication	Behaviour communication is demonstrated through positive green notes and a three-level approach for negative/unsafe behaviour. These notes go home, and a phone call is made to communicate with parents/carers about what occurred.	Staff, community members.
Early/Targeted intervention	Restorative practice	Restorative Practice is used in two ways. The first is in the moment reflective practice for students to develop an understanding of the impact of a choice that has been made. Restorative Practice is used in reflection time at lunch. Students sit with executive and reflect on the situation, using the DoE questioning template for support.	Staff and students.
Early/Targeted intervention	Attendance support	As a whole school, absences are sent to home via a Compass message to increase explained absences. Unexplained absences will be sent home via Compass weekly. Staff check in with families if the child has been away on the third day.	Staff, community members.
Targeted intervention	Learning Support	Learning Support Teacher (LST) supports student with personalised learning and behaviour support. (LST) work closely with parents/carers and staff to create and maintain plans. LST gives staff support in brainstorming and implementing supports for student engagement and learning. LST supports students with academic needs.	LST, staff, students, community members.
Individual intervention	Individualised Support Plans	Planning is completed in collaboration with student, parents/carers, LST and staff to create a personalised plan to manage and support student behaviour.	LST, staff, students, community members.
Individual intervention	Attendance	With severe attendance cases, the HSLO and the principal meet with families to discuss barriers for attendance and how we can support attendance growth.	Principal, HSLO, community members.

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

Here are some ways we can identify these issues to ensure a safe and supportive environment for all students:

1. **Open Communication:** We encourage students to talk openly about their feelings and experiences. We create a safe space where they can share if they feel bullied or see someone else being bullied.
2. **Regular Check-Ins:** Teachers and staff will regularly check in with students to see how they are feeling and if they have noticed any bullying. This could happen during class discussions or one-on-one conversations.
3. **Anonymous Reporting:** We provide an anonymous way for students to report bullying, whether it's happening in person or online. This helps students feel safe when speaking up without fear of retaliation.
4. **Surveys and Feedback:** We may conduct surveys to gather feedback from students about their experiences with bullying and cyber-bullying. This information will help us understand the issues better and take appropriate action.
5. **Observing Behaviour:** Staff will be trained to recognise signs of bullying, such as changes in a student's behaviour, withdrawal from friends, or a sudden drop in school performance. If we see these signs, we will investigate further.
6. **Monitoring Online Activities:** We will educate students about responsible online behaviour and encourage them to report any negative or hurtful messages they encounter. We will also monitor school-related online platforms for any signs of cyber-bullying.
7. **Parent and Community Involvement:** We will keep parents informed about our efforts to prevent bullying and encourage them to share any concerns they may have. Your observations at home can help us identify patterns of bullying or cyber-bullying.
8. **Collaboration with Students:** We will involve students in creating a positive school culture by encouraging them to speak out against bullying and support each other.

By using these methods, we aim to identify and address bullying and cyber-bullying quickly and effectively.

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>1. Behaviour expectations are explicitly taught and referred to regularly. Staff model appropriately behaviours and provide opportunities for students to practise.</p> <p>2. Students are acknowledged for meeting school-wide expectations and rules through the green note system.</p>	<p>1. Verbal warnings are given for students who participate in minor behaviour incidents. Restorative practice is used between staff and student(s) about what went wrong and changes that need to be made for next time. White note is provided if behaviour reoccurs after incident has been discussed.</p>	<p>1. Behaviour notes are given to students who have displayed unsafe behaviours and behaviours of concern through the note system of white, orange or red. These notes are a form of communication to parents/carers and leads to students going to reflective time during first half of lunch.</p> <p>2. When behaviour create a serious impact to safety, remove students from the environment and call executive. Follow Personalised Support Plan.</p>
<p>1. Verbal and non-verbal positive feedback is provided in the moment to acknowledge expected behaviour. This is through reward point systems, verbal comments one-to-one or with the class.</p>	<p>1. Indirect responses are used when a student is beginning to disengage or demonstrate minor inappropriate behaviour. This includes seating plans, visual cues, redirection statements, ignore and praise, brain breaks and non-verbal cues.</p>	<p>1. Executive/Classroom Teacher take immediate steps to restore safety and return student to a calm state. Follow Personalised Support Plan, offering redirection to another area of activity, offering choice and reassurance towards emotions.</p> <p>2. Reflect after incident occurs to plan supports that worked and make necessary changes.</p>
<p>1. The social/emotional program called You Can Do It! (YCDI) is taught explicitly each fortnight, and lessons are reinforced throughout the day. Students receive green notes throughout the week that can link to the YCDI program and every Friday at assembly a child receives a YCDI award that links to the five keys.</p>	<p>1. Trauma informed practices and restorative practice is used to support students social/emotional development. This includes regulation strategies, calm spaces, mindfulness, sensory supports, structured choice. Once the student is regulated, reflection occurs to plan supports for the future.</p> <p>2. Behaviour incidents and social/emotional supports are recorded via Compass.</p>	<p>1. Refer to students Personalised Plan and follow safety plans (evacuate, call executive). Consider data that links to behaviour escalation and social/emotional needs. Edit if needed the Personalised Plan and Risk Assessment.</p>
<p>Teacher/parent communication</p>	<p>Teacher/parent communication</p>	<p>Teacher/parent communication</p>
<p>1. Teacher contacts parents/carers Terms 2 and 4 via positive phone calls, speaking about progress made and supports used for the student.</p> <p>2. Parent/Teacher interviews occur in Terms 1 and 3 to speak about student progress and strategies used to support the student.</p> <p>3. Green notes, wonderful work awards and YCDI awards communicate with parents/carers positive behaviour occurring.</p>	<p>1. Teacher/executive contacts parents/carers via phone call when corrective responses have not been successful. Plan strategies to implement to support the student.</p> <p>2. Teacher/executive contacts parents/carers via phone call when a student receives a note about negative behaviours. Discussion about the incident occurs and plans to support.</p> <p>3. In some cases, referral to LST is placed when incidents are consistently reoccurring, and new supports are needed.</p>	<p>1. Principal/ LST contacts parents/carers to discuss supports for behaviour responses, including referrals to counsellor, outside agencies and DoE agencies.</p> <p>2. LST, Classroom Teacher and Parents/Carers meet to create a Personalised Plan to support the needs to the student.</p>

Responses to serious behaviours of concern

At our school, we are committed to ensuring a safe and supportive environment for all students. When serious behaviours of concern arise, we follow a clear process to address them effectively. Here's how we respond:

Immediate Safety: Our first priority is the safety of all students and staff. If a serious behaviour poses a risk, we will take immediate action to ensure everyone is safe, which may include separating students involved.

Gathering Information: We will collect information from various sources, including staff observations, student accounts, and any relevant evidence. This helps us understand the situation fully before taking further steps.

Involving Parents: We believe that communication is key. If a serious behaviour occurs, we will contact the parents or guardians of the student involved to discuss the situation and gather their insights.

Support for the Student: We will offer support to the student involved in the serious behaviour. This may include access to counselling services, social skills training, or other resources to help them understand and change their behaviour.

Developing a Behaviour Plan: Depending on the situation, we may create an individual behaviour plan for the student. This plan will outline clear expectations, support strategies, and consequences for future behaviours. We will work collaboratively with the student and their family to create this plan.

Implementing Consequences: If necessary, appropriate consequences will be applied according to our behaviour policies. These consequences are meant to be fair, consistent, and focused on helping the student learn from their actions.

Monitoring Progress: We will closely monitor the student's progress after implementing the behaviour plan. Regular check-ins will help us assess how well the strategies are working and make adjustments if needed.

Creating a Positive School Environment: We will continue to promote a positive school culture where all students feel respected and valued. This includes reinforcing positive behaviours and providing ongoing education about respect and responsibility.

Collaboration with External Support: If needed, involvement of external professionals, such as psychologists or social workers, to provide additional support and resources for both the student and the school community may need to be sourced.

By following this process, we aim to address serious behaviours of concern effectively while supporting the student's growth and the well-being of our entire school community. Together, we can create a safe and positive learning environment for all!

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.

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](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Reflection conversation (problem solving using restorative practice questioning).</p> <p>What happened? What did you do? Who was impacted? How can we repair the relationship? What needs to change? How are we going to change that?</p>	<p>Class time. In the moment after incidents occur (play time).</p>	<p>Classroom Teacher SLSO</p>	<p>Via Compass in behaviour entry.</p>
<p>Reflection conversation (problem solving using restorative practice questioning).</p> <p>What happened? What did you do? Who was impacted? How can we repair the relationship? What needs to change? How are we going to change that?</p>	<p>First half lunch. One time for white note. Two times for orange note. Three times for red note. Students bring lunch with them during the reflection time. If student needs a toilet break one is provided.</p>	<p>Executive</p>	<p>Documented into Compass. Reflective sheet used is scanned and attached to the original incident.</p> <p>Contact with parents.</p>

Review dates

Last review date: [31/01/2025: Day 1, Term 1, 2025]

Next review date: [31/01/2026: Day 1, Term 1, 2026]

Behaviour management flowchart

Consequence	Example Behaviour	Example supports given
<p>Red note <u>3 Lunchtime reflections:</u> Discussing behaviour and strategies to prevent behaviour from reoccurring.</p> <p>Phone call home to discuss behaviour OR meeting with parent/guardian.</p>	<ul style="list-style-type: none"> • Physical aggression <ul style="list-style-type: none"> ◦ Repetitive punching, kicking, hitting ◦ Strangling • Swearing (targeted) • Theft-taking items that do not belong to them. • Bullying-ongoing, targeted behaviours towards same person/student. • Significant incidents traveling to and from school 	<p>Note verbal warnings are given as a first support with redirection to alternative choices.</p> <ul style="list-style-type: none"> • Seek executive support • What happened? What caused this situation? Who was affected (How)? What are our school expectations/rules? There's a problem that needs to be solved, what needs to change? • Create plan using written template in reflection time.
<p>Orange note <u>2 lunchtime reflections:</u> Discussing behaviour and strategies to prevent behaviour from reoccurring.</p> <p>Phone call home to discuss behaviour OR meeting with parent/guardian.</p>	<ul style="list-style-type: none"> • Physical aggression <ul style="list-style-type: none"> ◦ One off punch, kick, slap, wrestling • Teasing and name calling • Spitting food, drinks at others • Ongoing defiance • Swearing / inappropriate language 	<p>Note verbal warnings are given as a first support with redirection to alternative choices.</p> <ul style="list-style-type: none"> • What happened? What caused this situation? Who was affected (How)? What are our school expectations/rules? There's a problem that needs to be solved, what needs to change? • Create plan using written template in reflection time.
<p>White note <u>1 lunchtime reflection:</u> Discussing behaviour and strategies to prevent behaviour from reoccurring.</p> <p>Note sent home if parent could not be contacted via phone.</p>	<ul style="list-style-type: none"> • Inappropriate language • Misbehaviour in classroom/playground • Arguing with staff • Defiance towards staff • Dishonesty 	<p>Note verbal warnings are given as a first support with redirection to alternative choices.</p> <ul style="list-style-type: none"> • What happened? What caused this situation? Who was affected (How)? What are our school expectations/rules? What needs to change? • Create plan using written template in reflection time.
<p>Verbal warning Discussion about behaviour and alternative choices.</p>	<ul style="list-style-type: none"> • Not following classroom/school expectations • Speaking out of turn and during school events • Out of bounds • Running on the concrete • Playing before 8:30am, during eating time and at the end of play 	<ul style="list-style-type: none"> • Talk about what was seen • What the school rule is and why it is in place • Discuss alternatives/clearly restate the expected behaviours.

Anti-Bullying Flowchart

