

E A Southee Primary School Behaviour Support and Management Plan

Overview

E A Southee Public School is committed to providing a dynamic and authentic educational environment in which all students access quality educational programs within a varied, balanced and differentiated curriculum. The school maintains a culture based upon continuous student improvement and all learners operating collaboratively.

Our goal is to inspire every child to participate positively in the school community and are seen as lifelong learners within a Connected Agile Learning Model (CALM) which incorporates a co-educator model in all classrooms, flexible seating options and explicit instruction.

We pride ourselves on the commitment to creating a Positive Culture for Learning (PCL) through encouraging student voice, positive behaviour support, trauma-informed practice, and social-emotional learning. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

E A Southee Public School rejects all forms 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 climate 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.

Partnership with parents and carers

E A Southee Public School will partner with parents/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 Aboriginal Education Team.
- using concerns raised through complaints procedures to review school systems, data and practices.

E A Southee Public School will communicate these expectations to parents/carers through the school newsletter and 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 Anti-bullying Plan

Insert a link to the school’s existing anti-bullying plan [here](#). Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

School-wide expectations and rules

E A Southee Public School has the following school-wide expectations and rules:

To be respectful, responsible and resilient learners.

Respectful	Responsible	Resilient
Be kind and value others	Be safe	Ask for help
Use appropriate language	Be on time	Don’t Give Up
Work co-operatively	Be ready to learn	Overcome challenges
Accept differences		Be your best

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

Our 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.

Whole School Approach:

Implementing PCL involves explicit, consistent teaching of positive behaviours that align with our values, combined with restorative practices to address and resolve conflicts. When students are guided to consider the impact of their behaviour on others, they are encouraged to act with empathy and respect. This proactive approach reduces challenging behaviours, helps maintain an orderly school environment, and maximises instructional time.

Key Components of PCL Implementation:

- **Whole-School Commitment:** All members of the school community – including students, staff, and parents – are encouraged to participate in and support the PCL approach, fostering a sense of shared responsibility.
- **Restorative Practices:** When behaviour incidents occur, we focus on restoring relationships through strategies like affective questioning, encouraging students to reflect on their actions and make amends where necessary.
- **Clear Expectations:** School-wide and classroom expectations are explicitly taught and regularly reinforced, helping students understand what is required of them and why.
- **Consistent Routines and Procedures:** Teachers implement predictable routines and employ a range of classroom management techniques that promote student engagement, responsibility, and self-regulation

Staff Collaboration and Training: Regular training and behaviour identification ensures that staff are well-prepared to implement PCL effectively. Teachers model respectful and restorative practices in their classrooms and across the school

Care Continuum	Strategy or Program	Details	Audience
Prevention	Teacher/student relationship	At the beginning of year teachers given the approval to build positive relationships through activities with students by getting to know them and their goals and stories.	Educators/ Students
	Explicit teaching & Modelling	Explicit teaching and modelling of school positive behaviour expectations (PCL). Joint creation of expected classroom behaviours. Differentiate all lessons to support all students	Students
	Family Meet & Greets	At beginning of year, Meet & Greet all families and ask them to share their stories of their child and how our school can support families and the best way to communicate with them.	Educators/ Parents/ Carers
	Transition Programs	Build connections with Preschools offer transition for students coming into school. Working with Cootamundra High School encouraging them to have an authentic and valid transition process to support students.	Preschool/ High School/ Parents/ Carers/ families/ Students

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Restorative Practices	Maintaining and restoring positive relationships	Educators/ Students
	Communication	Ensure ongoing positive communication through school phone calls, and post cards with good news stories home	Parents/ Carers/ Families/ Community
	Circle Time/Brain breaks	Daily yarning circles to check in with students at beginning of each day. Brain Breaks throughout the day	Educators/ Students
	PCL	School wide systems to follow to meet our whole school expectations	Students
Targeted Intervention	Modified individual expectation	Students work with educators with individual support and goals	Students
	Team Around a School	Work with professionals within and outside the department to support students including School Counsellor	Departmental Staff/ Parents/ Families/ Carers/ outside professionals
	PCL Tier 2 - support	Targeted systems to support students- functional behaviour assessment to support next steps	Students/ Educators
	Wellbeing Program	Student regulation program in wellbeing hub by educators	Educators/students
Individual Intervention	Communication	Increased involvement and support with families and extended community	Families/carers
	Check in-Check out	Daily check in and check out with students	Students
	Explicit Social Programs	Explicit teaching of social programs	Students
	Playground Program	Collaborative planning of what playground participation looks like	Students/ parents/ carers
	PCL-Tier 3	Individual systems for behaviour using different strategies.	Staff/ students
	TEAM around the student	Work with Departmental staff to get support for staff and students to move to a positive outcome for the student	Departmental staff/ outside professionals

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

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. This judgement is supported by a behaviour flowchart to reduce ambiguity and promote consistency and fairness in managing behaviours effectively. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. 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. See Appendix 1.

- **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 • seating for success • stay in at break to discuss/ complete work • conference • 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 • reflection and restorative practices • communication with parent/carer.

E A Southee Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Explicitly teaching and encouraging the use of the Zones of Regulation, Student Wellbeing Hub and our Positive Culture for Learning (PCL) consists 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 are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
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/CT 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 moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Wellbeing School Bytes system.	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 Wellbeing School Bytes system 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 (student wellbeing hub, Zones of Regulation)	4. Teacher records on Wellbeing 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 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 the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at term school assemblies.	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
- detention, 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](#).

Detention, 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.

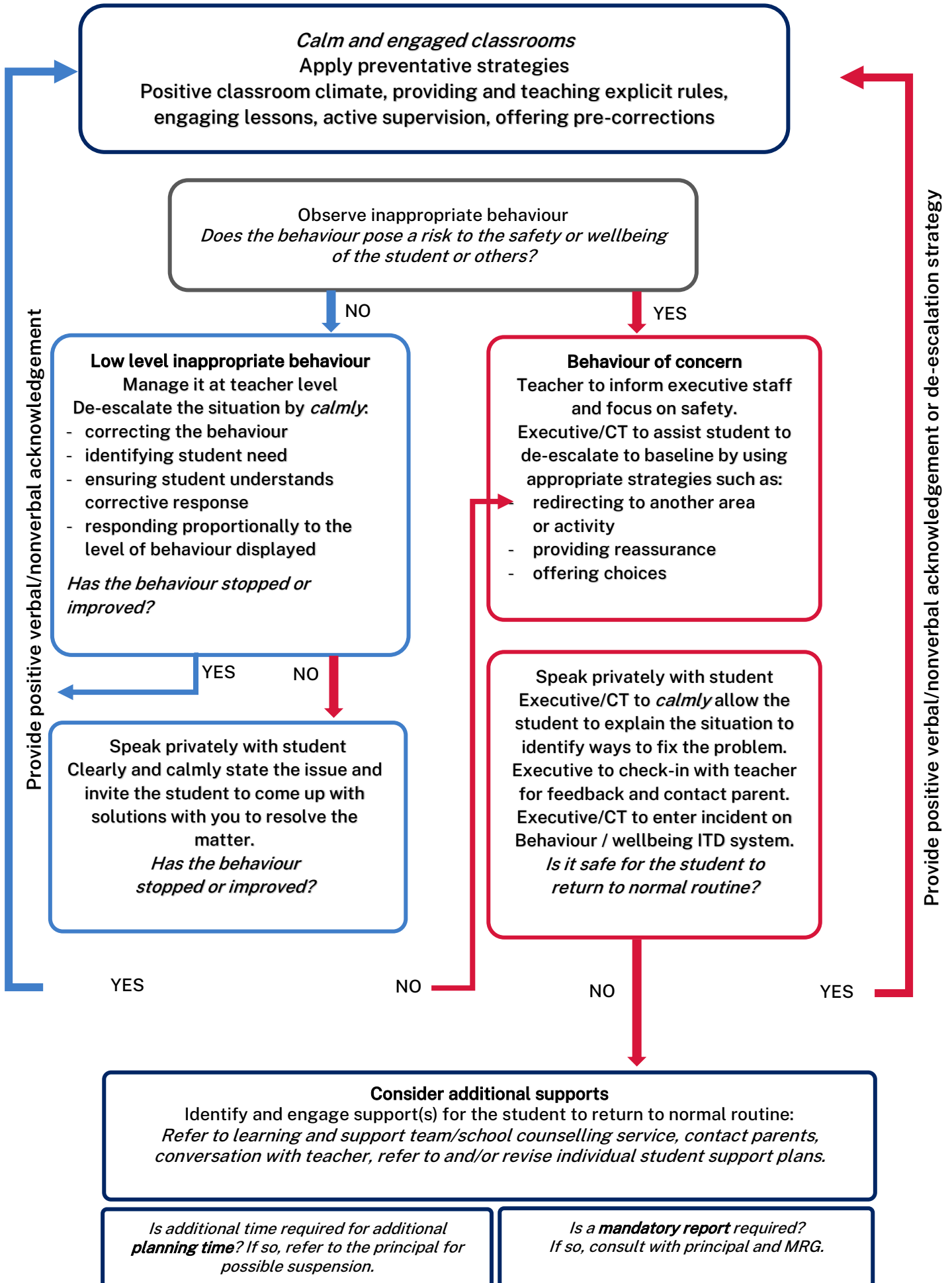
Strategy	When and how long?	Who coordinates?	How are these recorded?
In School Reflection – withdrawal from playground to classroom following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	During recess/lunch time – as requires	Classroom educator	Documented in School Bytes
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) as Restorative Practice	During lunch or recess time – as required	educator	Documented in School Bytes and communicated to parents/carers
Conflict Resolution – A structured mediation between peers, facilitated by staff in order to scaffold and model appropriate ways to resolve grievances.	As required	educator	Documented in School Bytes and communicated to parents/carers

Review dates

Last review date: Term 4 2024

Next review date: Term 4 2025

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Example 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.





Well Being Hub

Expectations and Procedures

2024

Purpose & Process

The purpose of the Well-being Hub is to provide a space for students to self-regulate and receive support for social and emotional wellbeing while not disrupting the learning of others. It is not to be used as a punishment and it is provided to support students self-regulate and allow them to then return to class when ready.

The support will be provided by one of the class educators (SLSO/Educator). The educator will walk with the student to the well-being hub and monitor their progress. They will speak with the student only when the student is ready. The educator contacts the Admin Office to indicate that they are supporting a student in the Hub.

It can be used when students exhibit anxiety when they arrive at school, and they need time to prepare for learning or they need support establishing appropriate friendships and need time to reflect on an incident.

Students will be given the time to calm and then when ready reflect on their choices and the consequences of those choices.

Student time in the room is to be split between re-teaching the expected response or behaviour and an activity that aligns with the concern, with activities changing on a daily basis. The activities are chosen by the student and the educator who has been assigned to support them at this time.

Activities are designed to fit within two broad categories – Relaxation and Mutual Exchange. The idea of this is to provide space and time for students to reflect and remain calm, whilst still having a consequence through Mutual Exchange. It is important to change the activities to ensure that students are not becoming complacent with the activities provided.

At least one executive staff member should drop by the Well Being Hub to have a presence as well as ensure that students are manageable for the educator on duty and help resolve any continuing conflicts.

“Inappropriate behaviour is seen as a learning error!”

Reasons to Refer

1. Consistent inappropriate behaviour during lessons or the school day, after the class teacher strategies have been followed (listed below)

The classroom teacher would have used the following strategies prior to using the Wellbeing Hub:

- Student redirected.
- Moved in classroom.
- Class reflection area used.
- Class behaviour monitoring used.
- Loss of classroom privileges
- Used the buddy class.

2. Persistent rudeness/disrespect towards adults or children within the school

3. Behaviour/actions which are deemed unacceptable, regardless of prior warning, at teachers' discretion e.g. aggressive behaviour during the school day.

Restorative questions to respond to challenging behaviour

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?
6. If the same thing happens again, how could you behave differently?
7. What support do you need?
8. Who can you go to for support?

Restorative questions to help those harmed by other's actions

1. What did you think when you realised what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?
5. Who can you go to for support?

EA Southee Public School- PBL

PLEASE NOTE: All these behaviours managed by classroom educators/ Duty teacher – put in School Bytes

Minor Behaviours	Consequence/ Procedure
Stealing: Low Values (food, stationary)	Rule Reminder/ Discussion about effect on others
Lying /Making false accusations	Rule Reminder/ Discussion about effect on others
Slow response to instructions/ Instructions repeated	Rule reminders In-Class Reflection
Inappropriate language: (shit/bugger/crap written or verbal) Calling out inappropriately/ Silly noises/ Disrespectful tone/ rude or inappropriate gestures/ student argument – Directed to others	Rule reminder Discussion In class Reflection
Lack of Respect for property	Rule reminder/Discussion In class Reflection
Name calling, snatching, putdowns, taking someone's hat, indirect spitting, annoying others	Rule reminder Discussion In Class Reflection
Out of bounds	Rule reminder Reflection Time
Failure to seek teacher's assistance for help in the playground	Coach/Discuss
Physical contact (non-serious) eg Wrestling	Rule Reminder/In Class Reflection
Playing in the toilets	Rule Reminder/In Class Reflection
Dangerous Play/Playing rough	Rule Reminder/In Class Reflection
Teasing/ making fun/excluding others (Teacher discretion)	Rule reminder/In Class Reflection
Littering	Rule reminder
Inappropriate use of sticks/rocks/sand/objects	Rule reminder
Pushing in at lines	Send to back of line
Out of seats at eating time/Eating in other areas	Rule reminder
Chewing gum	Rule reminder/warning
Sharing food	Coach/Discuss
Using Mobile phone/laptops etc at school without permission – Sign in to front office	Remove and return items at end of day
Climbing building, trees, rails etc	Rule reminder/In Class Reflection
Disruption during assembly	Warning/move/removal
No hat – Term 1 & 4	Play under cola
Not completing class activities/ non-compliance/Distracting others from their work	Rule Reminder/Discuss/In Class Reflection
Late to Class – After breaks	Rule Reminder/Discuss/In Class Reflection

Major Behaviours	Consequence/ Procedure
Fighting – Hitting, kicking, biting, punching, slapping	In Class reflection/ Parent contact /Loss of Privileges/Refer Executive if required
Dishonesty – Stealing property such as ICT devices or Money	In Class reflection/ Parent contact /Loss of Privileges/Refer Executive if required
Damaging property/Vandalism – Deliberately destroying property (Breaking windows, destroying others property, <u>Graffiti</u>)	In Class reflection/ Parent contact /Loss of Privileges/Refer Executive if required
Throwing dangerous objects – Sticks, rocks, chairs, desks <u>egg</u>	In Class reflection/ Parent contact /Loss of Privileges/Refer Executive if required
Defying staff direction – Verbal abuse directed at teachers, Refusing to come to class and/or ignoring requests in an aggressive manner.	In Class reflection/ Parent contact /Loss of Privileges/Refer Executive if required
Leaving school grounds without permission / Leaving classroom without permission	In Class reflection/ Parent contact /Loss of Privileges/Refer Executive if required
Offensive or aggressive language, verbal abuse or sexual harassment – Deliberately directing offensive language and aggressive language at staff or students.	In Class reflection/ Parent contact /Loss of Privileges/Refer Executive if required
Racist/ derogative comments	Parent contact / In Class Reflection room/ Loss Privileges
Forgery/ Plagiarism / Cheating / Lying	Parent contact / In Class Reflection room/ Loss Privileges
Inappropriate display of affection	Parent contact / In Class Reflection room/ Loss Privileges
Misuse of information and other <u>Electronic</u> technology in line with policy	Parent contact / In Class Reflection room/ Loss Privileges
Deliberate verbal/physical provocation of another student and/or inciting a fight	In Class reflection/ Parent contact /Loss of Privileges/Refer Executive if required
Torturing wildlife	Parent contact / In Class Reflection room/ Loss Privileges
Bullying – Repetitive, persistent targeting of a student for the intent purpose of harming them.	In Class reflection/ Parent contact /Loss of Privileges/Refer Executive if required
Being an active/passive bystander	Parent contact / In Class Reflection room/ Loss Privileges
Referral after 5 DOCUMENTED minor incidents	In Class Reflection
Possession of Weapons or selling or supplying Drugs, <u>alcohol</u> or other banned substances	Suspension / Parent & Police contact