NSW Department of Education

Beauty Point Public School
Behaviour Support and Management Plan

Overview

At Beauty Point Public School everyone has a right to learn and grow in a safe, positive environment. We are committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Students are consistently recognised for their effort, achievements and performance. Our goal is to inspire every child to participate positively in the school community and beyond.

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

The key program prioritised and valued by the school community is the research based approach to student behaviour management called Positive Behaviour for Learning (PBL). PBL provides students and staff with a positive and proactive system for defining, teaching and supporting appropriate student behaviours. PBL replaces “rules” with “expectations”.

Beauty Point Public School has implemented school-wide Positive Behaviour for Learning (PBL) practices, focusing on the core values of being responsible, showing respect, and striving to achieve your personal best. PBL provides students and staff at Beauty Point Public School with a positive and proactive system for defining, teaching and supporting appropriate student behaviours. The school uses PBL to reinforce positive expectations through a school-wide matrix, fast and frequent rewards, all-inclusive rewards days, assemblies of recognition, and management flowcharts for all staff.

Beauty Point Public School is dedicated to explicitly teaching and modelling positive behaviour, supporting all students in becoming actively engaged in their learning. The school community prioritises and values key programs including Positive Behaviour for Learning (PBL), Grow Your Mind, UR Strong, the Learning Disposition Wheel, Zones of Regulation and the Learning from Mistakes Restorative Justice Framework. These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports the prevention of bullying.

Beauty Point 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.

Objectives

The School behaviour Support and Management Plan at Beauty Point Public School is committed to fostering a student-centred, positive, strengths-based approach. This plan aims to support and manage student behaviour through:

Strategic Whole School Approach:

- Proactive and Prevention Focused: We employ a strategic, integrated whole school approach to explicitly teach social and emotional skills and behaviour expectations. This approach is designed to be proactive and prevention-focused, ensuring a continuum of care that promotes positive behaviour.

Collaborative Partnerships:

- Engaging Stakeholders: Our plan emphasises collaborative partnerships between schools, students, parents, carers, and community members. We believe in working together to support student behaviour and foster a cohesive community.

High Behaviour Standards:

- Safe, Inclusive, and Respectful Environment: We maintain high expectations for student behaviour to create a safe, inclusive, and respectful school environment. Through effective role modelling, explicit teaching, and planned responses, we ensure students understand and meet these standards.

Multi-Tiered Support:

- Inclusive and Equitable Practices: Our plan incorporates a multi-tiered care continuum to support all students, ensuring they can access and participate in education with reasonable adjustments. We embed inclusive and equitable practices that promote positive student behaviour and reinforce safe, inclusive behaviours.

Parental and Carer Engagement:

- Active Participation: We establish clear expectations for parents and carers to engage with the school in developing and implementing individual behaviour management strategies. Their active participation is crucial in creating a supportive environment for all students.

Explicit Teaching and Reinforcement:

- Teaching Positive Behaviours: Strategies within the plan recognize, reinforce, and teach inclusive and safe behaviours. Through explicit teaching, we help students understand the importance of these behaviours and how they contribute to a positive school community.

By adhering to these objectives, Beauty Point Public School ensures that all students receive the support they need to succeed academically, socially, and emotionally, in a safe and nurturing environment.

Context

Beauty Point Public School and its community work together to provide a quality learning environment where all students and staff are treated fairly and with dignity. We strive to maintain an environment free from disruption, intimidation, harassment, victimisation, and discrimination. To achieve this, we uphold high standards of discipline, ensuring a safe and inclusive atmosphere for everyone.

When parents enrol their children at Beauty Point Public School, they enter into a partnership based on a shared commitment to providing opportunities for students to take responsibility for their actions and have a greater say in their learning. This collaboration between school staff, students, and parents or carers is vital for effective behaviour support.

Our goal is to develop socially responsible young people capable of making informed decisions. This is achieved through an effective social, cultural, and academic curriculum tailored to the individual needs of students. In implementing the School Behaviour Support and Management Plan, we ensure no student is discriminated against, harassed, or victimised, in line with legislative requirements.

This guideline is consistent with Work Health and Safety (WHS) Policy obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools. We also implement an Anti-bullying Plan consistent with the Student Behaviour policy - Bullying: Preventing and Responding to Student Bullying in Schools Policy

The School Behaviour Support and Management Plan may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

Partnership with parents and carers

Beauty Point Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying 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.
- using concerns raised through complaints procedures to review school systems, data and practices.

Beauty Point Public School will communicate these expectations to parents/carers through the Meet The Teacher Evenings, Term 1 Parent Teacher interviews, 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.

The School Community Charter informs parents and carers on how to engage with NSW public schools.

Community consultation was conducted throughout Term 3 and 4 of 2024 including presentation at Term 3 P&C meeting as well as feedback sought from parent community via email and google survey.

School-wide expectations and rules

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

Be Responsible At BPPS we:	Show Respect At BPPS we:	Achieve your Personal Best At BBPS we:
• Are accountable for our own behaviour	• Are polite and kind to others Follow instructions	• Strive to be the best we can
• Show leadership by being a good role model	• Are an active listener	• Are an active learner
• Care for our property and property belonging to others and our school	• Encourage and allow others to learn	• Have a positive attitude towards challenges
• Consider others and behave safely	• Follow instructions	• Learn from our experiences

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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Award System	Students receive PBL awards for demonstrating our school values of Respect, Responsibility and Personal Best. Silver Awards are handed out at Stage assemblies. When students have 4 Silver Awards (any combination), they hand these in to their classroom teacher. Students can trade 4 Silver Awards for a Gold Award. 4 Gold Awards can be traded for a BPPS Banner. Students are presented with a Banner certificate at an assembly and invited to have morning tea with their parents/carers and the principal. The students continue to collect Silver Expectation Awards and Gold Awards to try to achieve a second Banner certificate.	Whole School
Prevention	'Thumbs Up' Tokens	Thumbs Up' tokens are awarded for small ways of following the school expectations. Tickets are placed in a box for the weekly draw. In addition, there is a whole school incentive to fill the box in order to receive a whole school reward such as extra play time. Student voice is incorporated to ensure the incentives are valued by the students.	Whole School
Prevention	Class Rewards	Teachers and all specialist staff develop and use positive reinforcement systems suited to the needs of individual students that are designed to maximise the unique qualities of each class. Teachers use a wide variety of reinforcers including; verbal praise, stickers/stamps on work, written comments in books, individual and / or class charts or showing achievements to other teachers, students and principal/executive staff members	Whole School
Prevention	Principal Recognition	Three students from each class are awarded a Gold Principals Award each Friday in recognition of displaying our school expectations consistently. These students are highlighted during grade/stage assemblies.	Whole School
Prevention	House Points	Each student is assigned to a sports house (Sirius, Killarney, Parriwi, Merriwa) when they enrol at the school. Students receive house points at sport carnivals and within each class during sport lessons. Points can be given for citizenship, school spirit, cooperation or participation in sporting events and gaining a place in a sports carnival. The sports house at the end of the term that has the highest points receives a reward e.g. Mufti Day. Points are updated on the house point chart which is displayed in the school assembly hall.	Whole School
Prevention	Zones of Regulation	Students are taught via four zones (blue, green, yellow and red) to identify and monitor their emotions at any given time and to	K-6 Universal strategy and more intensively

Care Continuum	Strategy or Program	Details	Audience
		understand how their behaviour impacts those around them. Students learn what tools and strategies to use when managing their emotions and reactions.	for individuals as needed
Prevention	Memory Mates	A teaching and learning framework that focuses on improving working memory and attention.	K-6 students
Prevention	Social Stories	A simple story that describes a social situation and the appropriate way to act and behave in that situation. The story teaches students about a certain event, skill or topic.	K-6 students
Prevention	Grow Your Mind	A school-wide evidence-based program that uses neuroscience and storytelling to create innovative and engaging mental health strategies to enhance the social and emotional wellbeing of children, educators and families.	K-6 students
Prevention	UR Strong	A school-wide friendship program that utilises the common language of friendship to unite students through the creation of a kindness culture.	3-4 Students
Prevention	The Learning Disposition Wheel	The Learning Disposition Wheel is based on extensive research in psychology and education and informed by Self-Determination Theory. It is a framework that identifies the dispositions needed for deeper, self-regulated and transferable learning.	2-6 students
Prevention	Buddy Program	Stage 3 students lead Kindergarten students in group play and games on the playground for Term 1 in order to promote a smooth transition to the playground.	Kinder and Stage 3 students
Prevention	Professional Learning	Training and regular review of Positive Behaviour for Learning (PBL), Positive Behaviour for Learning (PBL), Grow Your Mind, UR Strong, the Learning Disposition Wheel and Zones of Regulation.	All teaching staff and SLSO
Prevention	Growth Mindset	Based on the work of Carol Dweck, Growth Mindset is about progress and change. It focuses on the reasons why this action may not occur and what we can do to change that.	All teaching staff and SLSO
Prevention	Classroom Management	Strong student teacher relationships. Systems and structures in classrooms that support positive behaviour.	Classroom teachers
Prevention	PBL Systems	Explicit lessons, signage around school, classroom step chart, prompts, redirecting and reteaching our school wide expectations.	Whole school

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Day of Action (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff Students K-6
Prevention	Curriculum	Curriculum links particularly through PBL/PDH teaching respectful relationships and good decision making	All
Prevention	Transition programs	A comprehensive Preschool to Kindergarten and Year 6 to Year 7 transition program is in place for students as well as new students entering the school.	K, Year 1, Year 6 and Year 7
Prevention	Extra-curricular lunch time clubs	Lunch time clubs as an alternative option to the playground. Knitting, mindfulness activities, drawing and games are offered to those who need a check-in or restorative session.	L&ST, SLSO and counsellor
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Prevention / Early Intervention	Cyberbullying 4R's	Explicit teaching of the 4R's. Respect, resilience, responsibility and reasoning as the critical skills young people need to create a better, safer online environment for themselves and others. The core principles assist students to develop empathy and make smart decisions online: • Respect – I treat myself and others the way I like to be treated. • Responsibility – I'm accountable for my actions and I take a stand when I feel something is wrong. • Reasoning – I question the information I'm told and find evidence before believing what I read. • Resilience – I get back up from tough situations and help others get back up, too.	Students K-6
Prevention & Early Intervention	Behaviour Data Analysis	Negative incident data from our school database in SchoolBytes is collated and analysed. Patterns across grades and stages, teachers, playground areas and classrooms, time of day and types of behaviours are analysed and discussed by the executive team to ensure all students are adequately supported. Changes are made to school	Whole School

Care Continuum	Strategy or Program	Details	Audience
		routines if data indicates preventative measures are needed.	
Targeted Intervention & Individual Intervention	Check-In System Positive Action Goals	Students needing individual behaviour support are given co-constructed goals to work towards each day that are mapped out over time. Students are allocated a mentor teacher (executive staff/Principal) to check in with either once, twice or three times a day depending on individual student needs.	Individual students, families
Targeted Intervention & Individual Intervention	Learning and Support	The Learning and Support Team work with teachers, students and families to support those students who require personalised learning and support. This may include development of risk assessments, behaviour support plans, Personalised Learning Support Plans, learning adjustments, assisted technology and the development of short and long term goals.	Individual students, families, staff
Individual Intervention	Adjustment Documents	Each class teacher keeps a record of students needing extra adjustments to meet curriculum and behavioural needs. This is shared with specialist staff and parents so each child's needs can be catered for in a personalised and collaborative manner.	Whole Class Individual Staff
Individual Intervention	Student Learning and Support Officer (SLSO)	Students with a disability (or who have Integration Funding Support) needing one to one support are assisted by an SLSO in the classroom.	Whole School
Targeted / individual intervention	Attendance support	The LST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance coordinator
Targeted / individual intervention	Restorative Justice sessions Behaviour Reflection Sheet	Sessions targeted at giving explicit support to students displaying negative behaviours that risk their or other's safety. During these sessions alternative behaviours are discussed.	AP/DP
Targeted / individual intervention	Behaviour Charts	In following the school's behaviour policy, students placed on either classroom or playground behaviour charts. The charts monitor and encourage their successful behaviour for a targeted number of days.	L&ST and classroom teachers
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, L&ST, AP

Care Continuum	Strategy or Program	Details	Audience
	Individual Learning Plans Individual Behaviour Support Plan		
Individual intervention	Behaviour Response Plans	For targeted students, track behaviour using ABC and Star Chart proformas. Behaviour plans devised in consultation with parent/carer to provide strategies and adjustments for identified behaviours at varying levels to keep all students safe. Designed to support improvement in regulation.	L&ST, Principal, School Counsellor, Classroom teacher, parent/carer
Individual intervention	Risk Management Plans	Written for students needing significant safety measures (physically, mentally or emotionally).	L&ST, and parent/carer
Individual intervention	Itinerant Support Teachers	Funds allocated for students needing specific support both in classrooms and on the playground.	L&ST, Principal, DP, BM, SLSO and APL&ST
Individual intervention	Team Around a School	A method of coordinating multidisciplinary support for students with additional learning and wellbeing needs. It provides a structure for collaboration between schools and support staff with specialist knowledge.delivery support	L&ST, Principal, School Counsellor, Classroom teacher, parent/carer

Reflection and Restorative Practices

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the expectations and school wide behaviour systems at Beauty Point Public School, it may be necessary to apply further fair, reasonable and proportionate action.

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Beauty Point Public School focuses on positive reinforcement and proactive strategies such as redirecting and reteaching. Restorative conversations are part of our behaviour support planning and include goals, explicit instructions of replacement behaviours, measures to check progress and personalised feedback to the student.

To ensure consistency and fairness across the school, teachers use a schoolwide decision-making flowchart applicable to either classroom or playground settings to determine consequences for behaviour that does not meet school expectations (See Appendix). Negative incidents and behaviours are either minor (with warnings) or major (with immediate action). All incidents are recorded in Sentral for tracking purposes.

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 managed by either teacher or executive staff. 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.

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 Behaviour/wellbeing system. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

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 the office to seek help from the executive straight away if there is a risk. Otherwise notify the 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 Behaviour / wellbeing ITD 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 incidents on Behaviour / wellbeing ITD 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 (PAX GBG and Positive Living Skills) weekly.	4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.	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 fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed.	Parent/carer contact is made by the 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

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.
- 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.

Anti-Racism

Racism is not tolerated in NSW public schools or department workplaces. Beauty Point Public School rejects all forms of racism. We are actively committed to the elimination of racial discrimination - including direct and indirect racism, racial vilification and harassment - in our organisation, structures and culture, in our curriculum, and in the learning and working environments for which we are responsible.
Any student, parent or staff member with a complaint should seek assistance from the school's trained Anti-Racism Contact Officer (ARCO). Students and parents may contact any staff member to help them bring their concerns to the attention of the ARCO.

NSW DET Anti-Racism Policy

Cyber-Bullying

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online).

At Beauty Point Public School we take a Best Practice approach for Online Safety Education as outlined by the e-safety Commissioner.

E-safety Commissioner Website and Resource pack

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?
Wellbeing Chat with a teacher	Break time 5-10 minutes	Classroom Teacher	Wellbeing note or phone call home Documented in School Bytes
Time Out in classroom	In class time Up to 15 minutes	Classroom Teacher	Documented in School Bytes
Buddy Class Time Out	In class time Until the end of the session	Classroom Teacher	Documented in School Bytes

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Time 1st or 2nd lunch after eating time– a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play 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)	Next break	Assistant Principal	Documented in School Bytes
Self directed time out	As needed, up to 20 mins	Student, Teacher, L&ST, Executive staff	Communication Cards Anecdotal note on School Bytes Wellbeing
Teacher directed time out	As needed, up to 20 mins	Teacher, L&ST	Anecdotal notes on School Bytes
Restorative practice – peer mediation or circles in groups	Restorative conversations as needed, maximum duration of as 25 mins Scheduled for either lunch or recess break	Classroom/RFF teacher/Executive staff	Documented in School Bytes

Review dates:

Last review date: 3 February 2025

Next review date: 3 February 2026

Community consultation: Term 3 P&C Meeting (9/9/24), Parent community feedback survey Term 4 2024.

Appendix 1 - Beauty Point Public School Care Continuum:

STUDENT CARE CONTINUUM

Beauty Point Public School

The Student Care Continuum outlines our school's approach in supporting student mental health, behaviour, wellbeing and identity.

CATEGORY	PREVENTION	EARLY INTERVENTION	TARGETED INTERVENTION	INDIVIDUAL INTERVENTION
PERSONNEL ***Who are they key staff?***	▪ Led by Classroom Teacher ▪ Supported by SLSOs ▪ Whole School Approach	▪ Led by Classroom Teacher & AP ▪ Meeting with Parents/Carer and AP ▪ AP discusses with School Executive	▪ Led by AP and AP LST ▪ Classroom Teacher Involved ▪ Principal Notified	▪ Led by Principal & AP LST ▪ School Counselling Team Involvement ▪ Access to Team Around a School* ▪ Director, Educational Leadership (if req.)*
PLANNING ***What planning and/or documents are used?***	▪ Adjustments to Learning • Quality Differentiated Practice • Supplementary • Substantial • Extensive ▪ Adjustments to Socialising Regulation Breaks (whole class) ▪ PLaSP (if required) ▪ PLP (Aboriginal students only)	▪ School Bytes Wellbeing Module* ▪ Safety Plan (if required) ▪ Health Care Plan (if applicable) ▪ Behaviour Management Plan ▪ Risk Management Plan ▪ Crisis Management Plan ▪ Mental Health Care Plan*	▪ Learning & Support Referral ▪ AP Learning & Support Caseload ▪ Transition Plan (if applicable) ▪ Communication Booklet ▪ Brain Breaks (individual)	▪ Warning of Suspension/s (if required) ▪ Suspension/s (if required) ▪ Part Day Exemption Plan (if required) ▪ Multi-Disciplinary Team Meeting ▪ APLAS Referral (through LST AP) ▪ APLAS Observations & Recommendations ▪ Counsellor Referral
DAILY ACTIONS ***What happens every day to support students?***	▪ PBL Expectations & Lessons ▪ Behaviour Continuum ▪ Grow Your Mind Lessons* ▪ PIPs (Fast & Frequents) ▪ Restorative Conversations ▪ Expectation Clarity ▪ Four E's (Executive only)	▪ Meeting with Parents/Carers ▪ Restorative Conversations ▪ Classroom Action Plan ▪ Buddy Class (when required) ▪ Flagged in Communication Meetings	▪ Meeting with Parents/Carers ▪ Aboriginal SLSO (if applicable) ▪ Functional Behaviour Assessment ▪ Cool-Off Zones (classroom) ▪ Amended Playground Plan ▪ NDIS In-School Support	▪ Meeting with Parents/Carers ▪ Disability Confirmation Sheet ▪ Paediatric Reports ▪ Access Request (IFS or Support Class) ▪ SLSO Support ▪ Reverse Integration (Transition plan req.) ▪ Itinerant Support (if criteria is met)*
PROGRAMS OR INITIATIVES ***The planned programs which are strategically implemented.***	▪ PBL Awards & Prizes ▪ Planning Room (if required) ▪ Tell Them From Me Survey (Yr. 4-6)* ▪ Check-Ins (daily)	▪ Social Play (lunch times with LST) ▪ Social Stories, Posters & Lessons ▪ Zones of Regulation ▪ Targeted Professional Learning (staff)	▪ Learning & Support Intervention (academic focused) ▪ Targeted Program/s* (e.g. PALS) ▪ Cultural Group (if applicable) ▪ Adapted 'Task' Board	▪ Learning & Wellbeing Officer Support* ▪ Networked Specialist (Principal only)* ▪ Behaviour Specialist (Principal only)* ▪ HSLO (for attendance concerns only)
PROFESSIONAL LEARNING ***What our staff will do to upskill and support***	▪ Code of Conduct (annually) ▪ Child Protection (annually) ▪ PBL Refresher (every two years) ▪ Restorative Practices (termly) ▪ 8 Ways Aboriginal Learning	▪ Disability Standards (every three years) ▪ Classroom Management Fundamentals	▪ Autism Training (where applicable) ▪ CPI Training (formerly MAPA)	▪ FBA Training (LST and Executive) ▪ Online Training Modules (as needed) ▪ Policy & Procedure Updates (Principal)

* denotes External Resource or Support.

SCHOOL PLAN	
☐ Strategic Direction 1	Student Growth & Attainment
☑ Strategic Direction 2	Wellbeing
☐ Strategic Direction 3	High-Impact Teaching & Learning

SCHOOL EXCELLENCE FRAMEWORK v3	
Learning	Wellbeing > Caring for Students Reporting > Parent Engagement
Teaching	Effective Classroom Practice > Classroom Manag. Learning & Development > Professional Learning
Leading	Educational Leadership > Community Eng. Mang. Practices & Processes > Service Delivery

TEACHING STANDARDS	
Professional Knowledge	Know students & how they learn
Professional Practice	Create & maintain supportive & safe learning environments
Professional Engagement	Engage professionally with colleagues, parents/carers & community.

WELLBEING FRAMEWORK	
☑	Connect
☑	Succeed
☑	Thrive

Appendix 2 - Beauty Point Public School Expectations:

BPPS Expectations

RESPECT

Being respectful means that you think and act in a positive way about yourself, others and the environment. You show others you care about their feelings and their well-being.

RESPONSIBILITY

Being responsible means you do the things you are expected to do and accept the consequences of your actions.

PERSONAL BEST

When you give your personal best, you always aim high, you're optimistic and you know you can always improve.

Appendix 3 - Beauty Point Public School Reward Systems:

BPPS Rewards System

	How do you get this award?	What happens next?
House Points	• Teachers give out these awards 'on-the-spot' for positive behaviour. • Points can be given out in class, on the playground, at assemblies or on excursions. • Points – 10=good effort, 20=very good effort, 50=excellent effort, 100=outstanding effort.	• Year 6 leaders tally the House Points at the end of each week. • Point updates are given throughout the term. • The winning house takes part in a BBQ at the end of each term.
Silver Expectation Award	• Silver Expectation Awards are handed out at Stage assemblies. • Each award reflects 1 of the 3 school expectations – respect, responsibility or personal best.	• Students collect their Silver Expectation Awards at home. • When they have 4 Silver Expectation Awards (any combination), they hand these in to their classroom teacher.
Gold Award	• Students can trade 4 Silver Expectation Awards for a Gold Award. • Gold Principal Awards are given out at the end of each term for students demonstrating the core values of Australian society. • Gold Awards are handed out at Stage assemblies.	• Students collect their Gold Awards at home. • When they have 4 Gold Awards, they hand these in to their classroom teacher.
Banner	• Students can trade 4 Gold Awards for a Banner. • Students are presented with a Banner certificate at an assembly and invited to have morning tea with their parents/carers and the principal.	• The students continue to collect Silver Expectation Awards and Gold Awards to try to achieve a second Banner certificate.

Appendix 4 - Beauty Point Public School Expectations Matrix:

Expectations - Classroom

	All Settings	Independent Work	Group Work	Instructions & Discussions	In-class Transitions	Presentation of Work	Equipment	Relief/Scripture Teachers
RESPECT	• Follow class rules and instructions • Raise your hand to contribute • Use appropriate voice volume • Treat others the way you want to be treated	• Respect the personal space of others • Use class equipment respectfully • Keep voice at an appropriate level	• Look at the speaker • Take turns fairly • Listen to the contributions of others • Respect the contributions of others (even if you disagree)	• Keep still, look and listen • Raise your hand to contribute and waited to be asked • Ask questions if you are unsure	• Give way to others when moving around furniture • Move quietly to minimise disruption • Allow others their **personal space**	• Work quietly when asked and allow others to work • Take pride in bookwork and present work neatly	• Use equipment for the right purpose • Be careful when using equipment • Ask permission to use the equipment of others	• All teachers are different so be flexible to change • Follow any new instructions and routines sensibly
RESPONSIBILITY	• Take care of class equipment • Solve problems calmly • Accept fair consequences • Use the bathroom at break times	• Stay focused and on task • Ask questions when you don't understand • Use technology appropriately • Inform teachers if you see inappropriate content on computers or iPads	• Follow instructions • Stay on task • Contribute to discussions • Allow others to contribute	• Follow teacher instructions • Listen to all instructions before moving or starting work • Accept and use **constructive feedback**	• Tidy desks and the floor before moving to new activity • Put paper in the recycling bin • Sit or stand where the teacher can see you • Place bags and hats on hooks	• Have equipment ready for school • Try to ignore distractions • Keep work area tidy and organised	• Return equipment to the right place • Pack away equipment in the correct way • Report broken equipment to the teacher	• Accept the consequences of your actions • Continue with normal school and class routines
PERSONAL B	• Approach tasks with a **growth mindset** • Ask questions and contribute to discussions • Stay focused on the task	• Complete work on time and to the best of your ability • Be a positive role model • **Persevere** with challenges	• Participate equally • Encourage and assist others • Be a positive role model	• Ask a class mate or the teacher if you are unsure about what to do • Contribute to discussions as much as you can	• Follow directions quickly and sensibly • Be prepared to go onto the next lesson • Move in a timely and appropriate manner	• Try to complete your best work • Start and finish work in a suitable timeframe • Continually try to improve	• Use equipment effectively to produce work that you are proud of	• Continue to work to the best of your ability • Try to complete work on time

Expectations – Non-Classroom

	All Settings	Playground	Uniform	Excursions Sport	Bus Lines	Hall Assembly	Eating Time	Bathroom	Transitions
RESPECT	• Follow adult instructions • Treat others the way you want to be treated • Keep hands and feet to yourself • Be an **upstander**, not a bystander	• Play fairly and take turns • Be **inclusive** • Put rubbish in the bin • Use equipment correctly and responsibly at the right time • Use kind language	• Wear full school uniform • Wear black shoes with your regular uniform • Wear your hat correctly	• Follow all school rules • Listen carefully to teacher instructions • Stay with the class or group	• Follow teacher and bus driver instructions • Speak quietly and politely in bus lines and on the bus • Greet and thank the bus driver	• Enter and exit the hall quietly and in an organised manner • Sit respectfully and listen to the speakers • Eyes on the speaker	• Pack your rubbish or left-over food back into your lunch box • Try to minimise waste and packaging • Allow others their personal space	• Respect the privacy of others • Motto- *In and out, don't mess about* • Use toilet paper for the right purpose	• Walk quietly on the left and keep up with your class • Be aware of traffic on driveways • Follow teacher instructions • Knock before entering other classrooms
RESPONSIBILITY	• Take care of property • Think about consequences before you act • Report any problems to the teacher • Use **'No, Go, Tell' strategy** when feeling unsafe	• Stay in-bounds • Wear a hat and sunscreen • Use money for yourself only • Ride bikes and scooters only after 3:30pm • Only enter classrooms with teacher permission	• Take care of your personal belongings • Wear sports uniform only when required	• Wear required uniform • Wear a hat and sunscreen • Prepare all excursion requirements before the day	• Go to bus lines quickly after the bell • Remain seated on the bus • Report any problems to the bus driver • Use an Opal Card • Keep your phone in your bag	• Keep your hands and feet to yourself • Show pride when you receive awards or present work	• Bring your cutlery and lunchbox every day • Only eat food from your lunchbox • Wear a hat and sunscreen	• Save water by turning off taps • Wash your hands • Keep the toilet area clean and tidy • Go to the toilet at break times	• Wait quietly for the teacher after breaks • Make sure you are ready for the next lesson
PERSONAL BEST	• Demonstrate a **growth mindset** in all activities	• Negotiate the rules of games • Try new games and make new friends • Go to class quickly after the bell	• Present yourself neatly at all times	• Represent our school with pride • Be a team player • Show good **sportsmanship**	• Help younger students • Represent our school with pride	• Support other students by applauding their successes	• Try to eat all your food and have no left-overs • Eat healthy foods • Be proud of your area and environment	• Report any incidents to the teacher • Return from the toilet quickly and quietly	• Line up in two lines before the end of play song finishes

Appendix 5 - Positive Action Goals Plan:

Name: _____ Class: _____

My Positive Action Goals Plan

Behaviour Level: 1
Length of goal: __ school days
Start date:
End date:

Goal 1		
Goal achieved? Yes / No	Teacher:	Student:
Goal 2		
Goal achieved? Yes / No	Teacher:	Student:
Goal 3		
Goal achieved? Yes / No	Teacher:	Student:

Appendix 6 - Positive Action Goals - Playground:

Name: _____ Class: _____

My Positive Action Goals Plan - Playground

I am doing my best to be a great learner, achieve my goals and follow our 3 school expectations. RESPECT RESPONSIBILITY PERSONAL BEST					
Before School					
Break 1					
Break 2					

	Great work!		More effort needed!		You can do much better!

*** If Positive Action Goals Plan lasts for more than 5 days, you will need extra copies of this sheet.

:

Appendix 7 - Positive Action Goals - Classroom:

Name: _____ **Class:** _____

My Positive Action Goals Plan - Classroom

I am doing my best to be a great learner, achieve my goals and follow our 3 school expectations. RESPECT RESPONSIBILITY PERSONAL BEST					
Morning Session					
Middle Session					
Afternoon Session					

	Great work!		More effort needed!		You can do much better!

*** If Positive Action Goals Plan lasts for more than 5 days, you will need extra copies of this sheet.

Appendix 8 - Behaviour Level Flowchart:

Behaviour Level Flowchart

Level 1	Level 2	Level 3	Level 4
* Consistent Step 3-4 behaviour	* Non-achievement of Level 1 behaviour goals * Consistent Step 4-5 behaviour	* Non-achievement of Level 2 behaviour goals * Consistent Step 4-5 behaviour	* Non-achievement of Level 3 behaviour goals * Criminal behaviour
• Reflection Time with Assistant Principal. • Parents/carers asked to attend a Level 1 behaviour meeting with Assistant Principal and student to discuss the incident and decide on positive behaviour goals for student. • Student given a 5-day Level 1 Positive Action Goals Plan to achieve behaviour goals. Teacher, student and parents/carers sign & sight plan daily. • Follow-up with resolution meeting with parents/carers, Assistant Principal, student and teacher. • Possible consequences to run alongside Level 1 Positive Action Goals Plan: ❖ *Community service* ❖ *Time off playground* ❖ *Exclusion from school excursions*	• Reflection Time with Principal or Assistant Principal. • Parents/carers asked to attend Level 2 behaviour meeting with Principal, AP, class teacher and student to discuss incident and decide on positive behaviour goals for student. Possibility of future suspension discussed. • Student given a 10-day Level 2 Positive Action Goals Plan to achieve behaviour goals. Teacher, student and parents/carers sign & sight plan daily. • Follow-up with resolution meeting with parents/carers, Assistant Principal, student and teacher. • Referral to Counsellor or Learning Support and Wellbeing team if needed. • • Possible consequences to run alongside Level 2 Positive Action Goals Plan: ❖ *Community service* ❖ *Time off playground* ❖ *Exclusion from school excursions* ❖ *Exclusion from future leadership positions* ❖ *Loss of leadership badge* ❖ *Removal from Banner Assembly*	• Reflection time with Principal. • Parents/carers asked to attend Level 3 behaviour meeting with Principal, AP, class teacher and student to discuss incident and decide on positive behaviour goals for student. Possibility of suspension or warning of suspension discussed. • Student given a 15-day Level 3 Positive Action Goals Plan to achieve behaviour goals. Assistant Principal, student and parents/carers sign & sight plan daily. • Follow-up with resolution meeting with parents/carers, Principal, Assistant Principal, student and teacher. • Referral to Counsellor or Learning Support and Wellbeing team if needed. • Possible consequences to run alongside Level 3 Positive Action Goals Plan: • *Community service* • *Time off playground* • *Exclusion from school excursions* • *Exclusion from future leadership positions* • *Loss of leadership badge* • *Removal from Banner Assembly* • *Short suspension* **For Short Suspensions (up to 4 days):** 1. Parent/carer notification of Suspension verbally and in writing. 2. School Education Director informed. 3. Suspension register filled in. 4. Suspension resolution meeting with Principal, AP, parents/carers, student and teacher. 5. An agreed 15-day Level 3 Positive Action Goals Plan is organised before student returns to school.	• Reflection time with Principal. • Student could be given short or long suspension. • Principal may contact police if necessary. • Parents/carers are notified and a Level 4 behaviour meeting is requested. **For Long Suspensions (over 4 days):** ❖ Parents/carers notification of Suspension or Expulsion verbally and in writing. ❖ Director- Educational Leadership informed and advice sought. ❖ Suspension register filled in. ❖ Resolution meeting with Principal, AP, parents/carers, student and teacher. ❖ An agreed 20-day Level 4 Positive Action Goals Plan is organised before student returns to school. Principal, student and parents/carers sign & sight plan daily. • Possible consequences to run alongside Level 4 Positive Action Goals Plan: • *Exclusion from school excursions* • *Exclusion from playground* • *Exclusion from leadership positions* • *Long suspension or expulsion* **For repeated Suspensions or Expulsion:** • Engage with the Regional Learning Support Team and Director, Educational Leadership to devise appropriate support plan and/or placement • Ensure Counsellor and SED are kept well informed. • Police intervention may be needed. • Ensure risk assessments and management plans are up-to-date. • A complete and accurate report is submitted to Dee Why Regional Office.

Appendix 9 - Consequences Flowchart:

Step 1	Step 2	Step 3	Step 4	Step 5
Teacher Managed	*Teacher Managed*	*Teacher Managed*	*Assistant Principal Managed*	*Principal Managed*
Prompt then Re-direct	Re-teach then Provide Choice	Conference & Record on Sentral	Conference & Refer to AP	Send directly to Principal
Example Behaviours * Not staying focused on task. * Not completing work	**Example Behaviours** * Disrupting others * Inappropriate language * Not listening to instructions * Not completing work	**Example Behaviours** * Continued negative behaviour after 'Time Out' **OR** * Disrespectful language * Unnecessarily rough contact * Cheating * Misuse of property	**Example Behaviours** * Two 'Step 3' incidents **OR** * Abusive language / Profanity * Constant disruption * Defiance * Physical aggression * Theft (minor) * Deliberately out of bounds	**Example Behaviours** * Two 'Step 4' incidents **OR** * Absconding * Truancy * Forgery * Property Destruction * Criminal behaviour * Bullying *Extreme physical aggression * Theft (major)
Consequence Procedure 1. Prompt: Provide verbal and/or visual cue. 2. Re-direct: Restate positive replacement behaviour (refer to PBL matrix) **If this procedure does not resolve behaviour, move to Step 2.**	**Consequence Procedure** 1. Re-teach: State and demonstrate desired PBL Matrix behaviour. 2. Provide Choice: Provide student with choice of positive replacement behaviour or consequence. 3. Time Out: If behaviour continues (three strikes), send student to another teacher for time out. 4. Conference: Teacher reviews target expectations with student. 5. Record & Inform: Teacher to record incident in Sentral and contact parents about incident. **If this procedure does not resolve behaviour, move to Step 3.**	**Consequence Procedure** 1. Conference: Teacher to complete a Student Incident Report with students involved. 2. Record on Sentral: Teacher to record incident in Sentral and attach Student Incident Report. 3. Inform Parents: Teacher to contact parents about incident. If meeting is organised, teacher can request the support of an AP. **If this procedure does not resolve behaviour, move to Step 4.**	**Consequence Procedure** 1. Conference: Teacher to complete a Student Incident Report with students involved. 2. Record on Sentral: Teacher to record incident in Sentral and attach Student Incident Report. 3. Refer to Assistant Principal: Teacher to refer incident (with supporting evidence) to AP who will decide course of action. 4. Reflection Time: AP to conduct Reflection Time the following school day. AP to inform parents before and after Reflection Time. **Refer student to appropriate Behaviour Level if required.**	**Consequence Procedure** 1. Refer to Principal: Teacher to send student directly to Principal who will decide course of action. 2. Conference: Principal to complete Student Incident Report with students involved. 3. Record on Sentral: Principal to record incident in Sentral and attach Student Incident Report. 4. Reflection Time: Principal to conduct Reflection Time. **Refer student to appropriate Behaviour Level if required.** 5. Meeting: Principal to meet with parents to discuss incident.

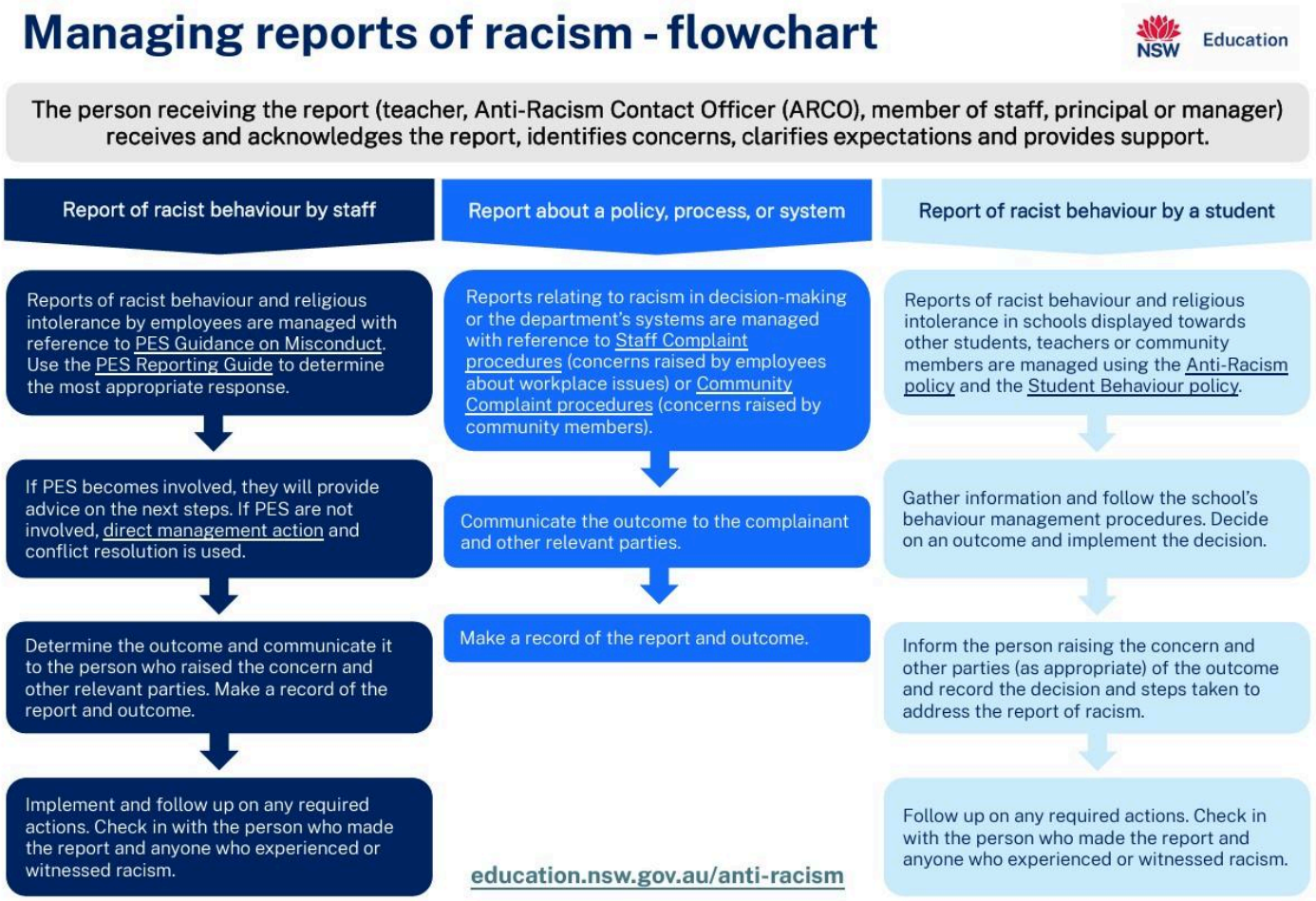
Playground

Step 1-3 Incidents: Send student to a playground seating area for a 5-10 minute 'Time Out'.
Step 4 Incident: Refer student to an Assistant Principal (duty teacher to provide Student Incident Report and attach on Sentral).
Step 5 Incident: Refer student directly to the Principal (duty teacher to provide Student Incident Report and attach on Sentral).

If you are unsure about what course of action to take, refer the incident to a member of the executive team.

Appendix 10 - Bullying Response Flowchart:

Appendix 11 -Anti-Racism Contact Officer (ARCO) Procedures:



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Appendix 12 - Team Around a School:

The Team Around a School works in partnership with principals and schools to provide support for students in the areas of learning and wellbeing, disability and inclusion, mental health, behaviour, attendance, Aboriginal student support and transition. There are 28 Team Around a School teams in NSW.

The Team Around a School:

- partners with schools to provide additional targeted support to students with additional learning or wellbeing requirements
- helps school teams improve student learning and wellbeing practices
- strengthens school and staff initiatives across the care continuum

The Team Around a School works alongside school teams to share specialist knowledge, skills, and understanding in the areas of:

- learning and wellbeing
- disability and inclusion
- mental health
- behaviour
- attendance
- Aboriginal student support
- transition.