

Beecroft Public School – School Behaviour Support & Management Plan

Overview

Beecroft Public School is committed to continual educational excellence in an environment where every student, every staff member, and every member of the community is valued and cared for. We are partners in high quality learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

There is a collective ambition among students, staff and the wider community to maintain high expectations through purposeful and explicit learning opportunities that stimulate and challenge all. Students recognise, achieve and celebrate their personal best in a positive environment founded upon kindness, belonging, dignity and respect.

Principles of positive behaviour support, trauma-informed practice, inclusive education 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 School Excellence Plan prioritises student wellbeing and proactive behaviour support strategies. There is a whole school focus on embedding school-wide and evidence-informed wellbeing programs, such as The Resilience Project and K-6 Peer Support, with the aim of strengthening student wellbeing, voice and agency.

Beecroft Public School rejects all forms of bullying behaviours, including online (cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes positive wellbeing for all. 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. Respectful relationships underpin the supportive and positive school culture that is experienced at Beecroft Public School.

Partnership with parents and carers

Beecroft Public School will partner with parents/carers in establishing and maintaining expectations for engagement in student behaviour management and antibullying strategies by:

- inviting parent/carer and student feedback through formal and informal means, such as school surveys, consulting with the P&C and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Beecroft 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 Community Charter: <https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf>

School-wide Values & Expectations

RESPECT	RESPONSIBILITY	EXCELLENCE
Be inclusive	Be ready to learn & participate	Be an ACTIVE learner
Show kindness & empathy	Own your behaviour	Overcome challenges & show resilience
Accept differences	Care for self, others and the environment	Strive to improve

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

Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the Care Continuum.



The care continuum includes intervention for:

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

The care continuum is a whole-school system that can assist schools to adopt a prevention focused approach and help to address the full spectrum of student needs including:

- Prevention
- Early Intervention
- Targeted intervention
- Individual Intervention

Below is a summary of the programs and strategies implemented at Beecroft Public School to support student behaviour at each stage of the care continuum (prevention, early intervention, targeted intervention and individual intervention).

Care Continuum	Strategy or Program	Details	Audience
Prevention Strategies	Classroom Management & Playground expectations	Strong teacher/student relationships & highly visible classroom/playground expectations Explicit teaching & modelling of expected behaviours	Students & Staff
	Communication with parents/carers	Open 2-way communication	Parents/Carers & Staff
	Student Liaison Support Officers (SLSOs)	Support the wellbeing and learning outcomes of students	Students and staff
	Movement Breaks	Support the wellbeing and learning outcomes of students	Students & Staff
	Social & Emotional learning	The Resilience Project School Values	Students, Staff & Parents/carers
	PDHPE Programs (e.g. Child Protection)	Support the wellbeing and learning outcomes of students	Students & Staff
	House Tokens	Support the wellbeing and learning outcomes of students in all settings	Students & Staff
	School-wide Rewards System	Support the wellbeing and learning outcomes of students in all settings	Students & Staff
	K-2 Playground Program and resources	Support the wellbeing and learning outcomes for students in the playground.	Students & Staff
Early Intervention	Classroom Management	Explicit teaching & modelling of specific skills, development of class and student profiles, consultation with executive	Students & Staff
	Learning & Support Team	Review student information & provide recommendations for teachers of students who need adjustments	LST, School Counsellor, Principal, Assistant Principals, Staff & Parents/Carers.
Targeted Intervention	Modified individual expectations and goals	Focusing on positive behaviour with targeted support / PSBSP's / PLP's.	Students & Staff
	Transition Strategies	Supporting positive behaviour choices in the classroom and/or other settings	Students & Students & Staff

	School Counsellor	Provide psychological counselling, assessments, reports & intervention service.	Students, School Counsellor, Parent / carers
	SLSO's	Support the wellbeing and learning outcomes of students	Students & Staff
	Specialist Allied Health Services	Support from outside agencies	Specialists, Parents /carers / staff
Individual Intervention	Learning Support Team	Review student information & provide recommendations for teachers of students who need adjustments.	LST, School Counsellor, Principal, Assistant Principals, Teachers & Parents/Carers
	Learning and Support Teacher & Intervention staff	Supporting positive behaviour choices in the classroom and/or playground / ILP's	LST, School Counsellor, Principal, Assistant Principals, Teachers & Parents/Carers / Deputy principal / Intervention teacher / LaST
	SLSO's	Support the wellbeing and learning outcomes of students	Students & Staff
	Specialist Allied Health Services	Support from outside agencies	Specialists, Parents /carers / staff
	Wellbeing Team (Assistant Principal Learning & Support, Wellbeing Officer)	Support from other stakeholders	DoE Services

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

Identifying a behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern describes behaviour that is of such **severity, duration** or **frequency**, that it:

- jeopardises the safety of the person and/or those around them
- seriously impacts the person's ability or that of others to engage with learning at school.

It does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Beecroft Public School staff will respond to inappropriate behaviour and behaviours of concern, including bullying and cyber bullying through a range of channels, for example:

- directly observing a student’s behaviours, interactions, verbal communications or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known
- concerns raised by a parent, community member or agency.

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

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

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

Preventing and responding to behaviours of concern

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

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- Corrective responses are recorded on wellbeing recording system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts

<ul style="list-style-type: none"> • re-teach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • re-teach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.
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Beecroft Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The principles of Positive Behaviour Engaging Learners (PBEL), trauma-informed practices and inclusive education consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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

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

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

Planned responses to positive appropriate behaviour, inappropriate behaviour or behaviours of concern detailed overview:

Prevention	Early Intervention	Targeted/Individualised
<p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p> <p>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.</p> <p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for</p>	<p>Responses to minor inappropriate behaviour are teacher managed.</p> <p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p> <p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>Responses to behaviours of concern are executive managed</p> <p>1. Contact executive/Learning & Support staff straight away if there is a risk. Otherwise notify student’s stage supervisor or executive ASAP and before the end of the school day.</p> <p>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</p>

acknowledging expected behaviour.		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 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 Behaviour / wellbeing 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 (The Resilience Project) on a regular and ongoing basis.	4. Teacher records on Behaviour / wellbeing 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 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 contacts parents by phone or email to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at 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.

See Appendix 1 - Behaviour Management Flowchart for quick response planning

See Appendix 2 – Bullying Response Flowchart for bullying-specific response planning

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing recording system. 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, 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.

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

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.

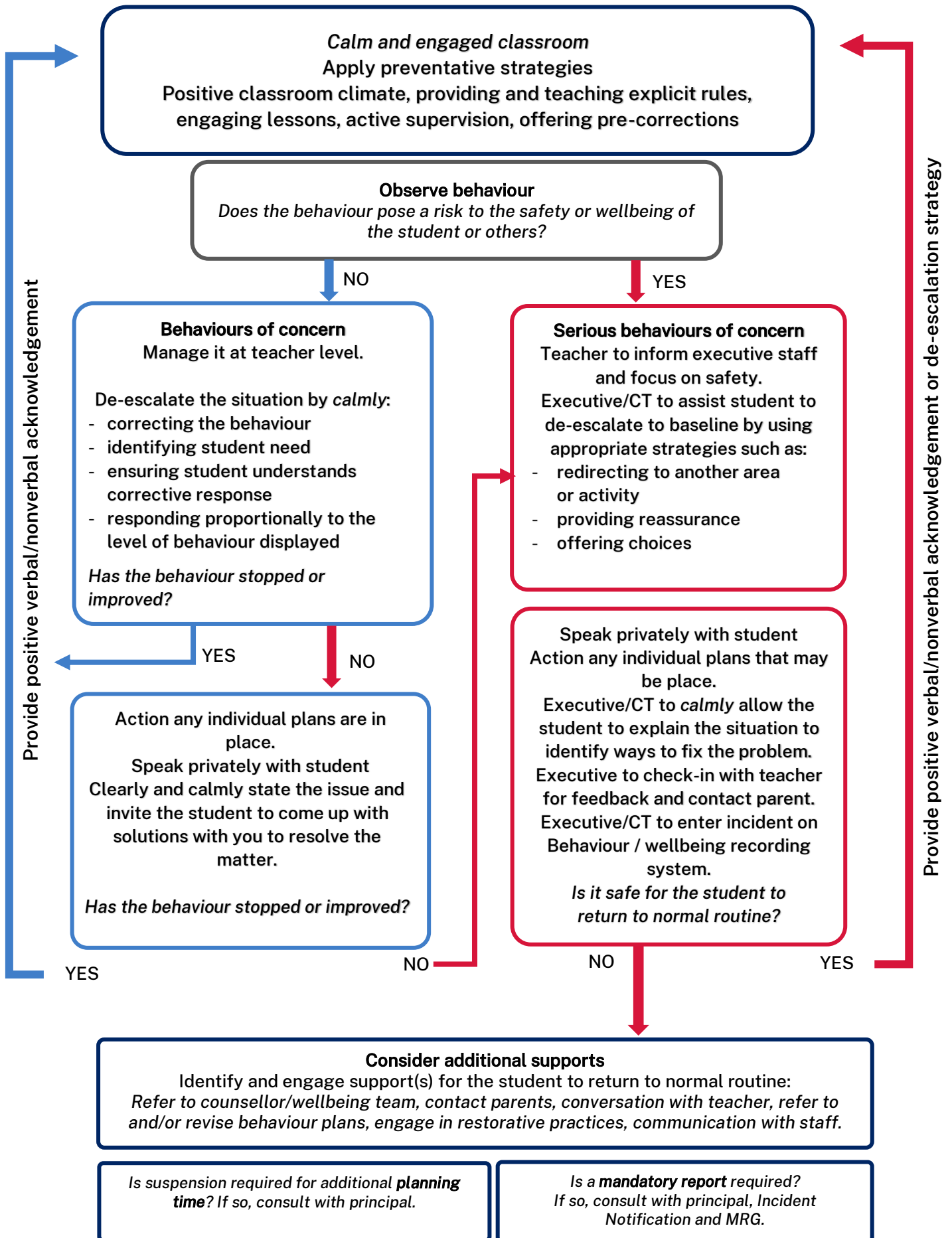
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection time – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student. An opportunity to explicitly re-teach expected behaviours.	Next day at either lunch or recess break	Classroom Teacher/ Executive	Documented in wellbeing recording systems (School Bytes or other)
Alternate play plan – withdrawal from free choice play and re-allocation to office, classroom or PlaySpace 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.	Next break	Executive/Learning & Support Team	Documented in wellbeing recording systems (School Bytes or other)
Restorative practice – social skills groups, informal conversations with groups or individuals, conferencing. Restorative Practice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions.	Scheduled for either lunch or recess break	Executive/Learning & Support Team	Documented in wellbeing recording systems (School Bytes or other)

Review dates

Last review date: [Term 4, 2024]

Next review date: [Term 4, 2025]

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

