

Bexhill Public School Behaviour Support and Management Plan

Overview

At Bexhill Public School we seek to:

- provide quality education for all students, taking into account their age, background, ability and interests.
- promote self directed learning and encourage students to become lifelong learners who can create a positive future for themselves.
- ensure school is a place where every student can learn and grow with confidence.
- provide a safe and happy place for students and staff.
- ensure all members of the school community are engaged in learning programmes, enhancing overall student welfare.

Partnership with parents and carers

Staff build partnerships with parents and carers in numerous ways including:

- Each class teacher will conduct a parent information session at the beginning of each year. Each teacher will outline their expectations, classroom rules and routines, outline units of work and homework expectations, as well as school based programs or excursions that take place each year.
- Parents of Aboriginal/ Torres Strait Island background students are invited to participate in Personalised Learning Plan (PLP) meetings with their child/ren to discuss and set learning goals.
- Parents will be invited to participate in parent teacher interviews at the end of Term 1. Parents are also encouraged to request interviews for concerns with teachers during the year.
- Student achievements are regularly acknowledged at school assemblies and in school newsletters

School-wide expectations and rules

Expectations
Attend every school day, unless they are legally excused, and to be in class on time and prepared to learn.
Behave safely, considerately and responsibly, including when travelling to and from school.
Show respect for teachers, other school staff and helpers, including following class expectations, speaking courteously and cooperating with instructions and learning activities.
Treat one another with dignity and respect.
Care for property belonging to themselves, the school and others
Maintain a neat appearance, including adhering to the requirement of the school's uniform or dress code policy.

Definitions

Term	Definition

Behaviour of concern	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, developmentally appropriate behaviour.
Bullying	Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.
Detention/Planning Room	Detention and/or reflection is a disciplinary consequence that schools may use to address inappropriate student behaviour. Detention and reflection are applied as close as possible to the breach in behaviour. It allows the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. The student is always supervised by a staff member.
School Behaviour Support and Management Plan	An operational document that outlines school processes and practices for behaviour support and management. It should be published on the school website so it is available to all students, parents, carers and school staff.
Time-out	Teacher-directed time-out is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried. Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.

Behaviour Code for Students

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

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

Whole school approach across the care continuum

Care Continuum	Strategy or Program (see appendix 1 for description and audience)
Prevention	<ul style="list-style-type: none"> You Can Do It Quality differentiated Teaching Practice PDHPE syllabus Working in partnership with AECG Anti-Bullying resources
Early intervention	<ul style="list-style-type: none"> Quality differentiated Teaching Practice Anti-Bullying resources Personalised Learning and Support

Care Continuum	Strategy or Program (see appendix 1 for description and audience)
Targeted intervention	Quality differentiated Teaching Practice Anti-Bullying resources Personalised Learning and Support Evidence-based practices for students with disability Risk Management Planning Individual Behaviour Support Planning NCCD
Individual intervention	Quality differentiated Teaching Practice Personalised Learning and Support Evidence-based practices for students with disability Risk Management Planning Individual Behaviour Support Planning NCCD Integration Support Funding

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

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
Co-constructed class rules	Refer to class/school expectations	Warning
House points	Frame corrections using positive language "In the classroom/playground we..."	Cool down time in class/playground
Class awards	Students reflect on behaviour and impact on self/others	Teacher directed time out
Verbal/non-verbal acknowledgement	Redirect	Wellbeing notification on Sentral
Special privileges	Provide opportunity for self-regulation	Reflect on behaviour and impact on self/others
Positive feedback to parents		Discuss future strategies (SMART goals) and make plans for restitution if appropriate.

Responses to serious behaviours of concern

Teacher to inform executive staff and focus on safety.

- Teacher directed time out to safe place
- Report as a Wellbeing issue on Sentral

- Reflect on behaviour and its impact. - Discuss future strategies (SMART goals) and make plans for restitution if appropriate.
- Identify and engage support(s) for the student to return to normal routine: Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.
- Major incidents, bullying or repeated behaviour (3 or more wellbeing notifications in a school week) – **Planning room Level 1:** 1 day planning room, student and teacher co-construct SMART goal, parents notified (*see appendix 2*).
- Further incidents, bullying or serious safety concerns- **Planning room Level 2:** 3 days planning room, student and teacher co-construct SMART goal, parents notified (*see appendix 3*).
- **Formal Caution**
- **Suspension**
- Mandatory Reporting if required.

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

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

Reporting and recording behaviours of concern

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

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

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher Directed Time Out	Up to 10 mins ES1-S1, up to 20 mins S2, up to 30 mins S3	Teacher and Buddy Class teacher	Sentral

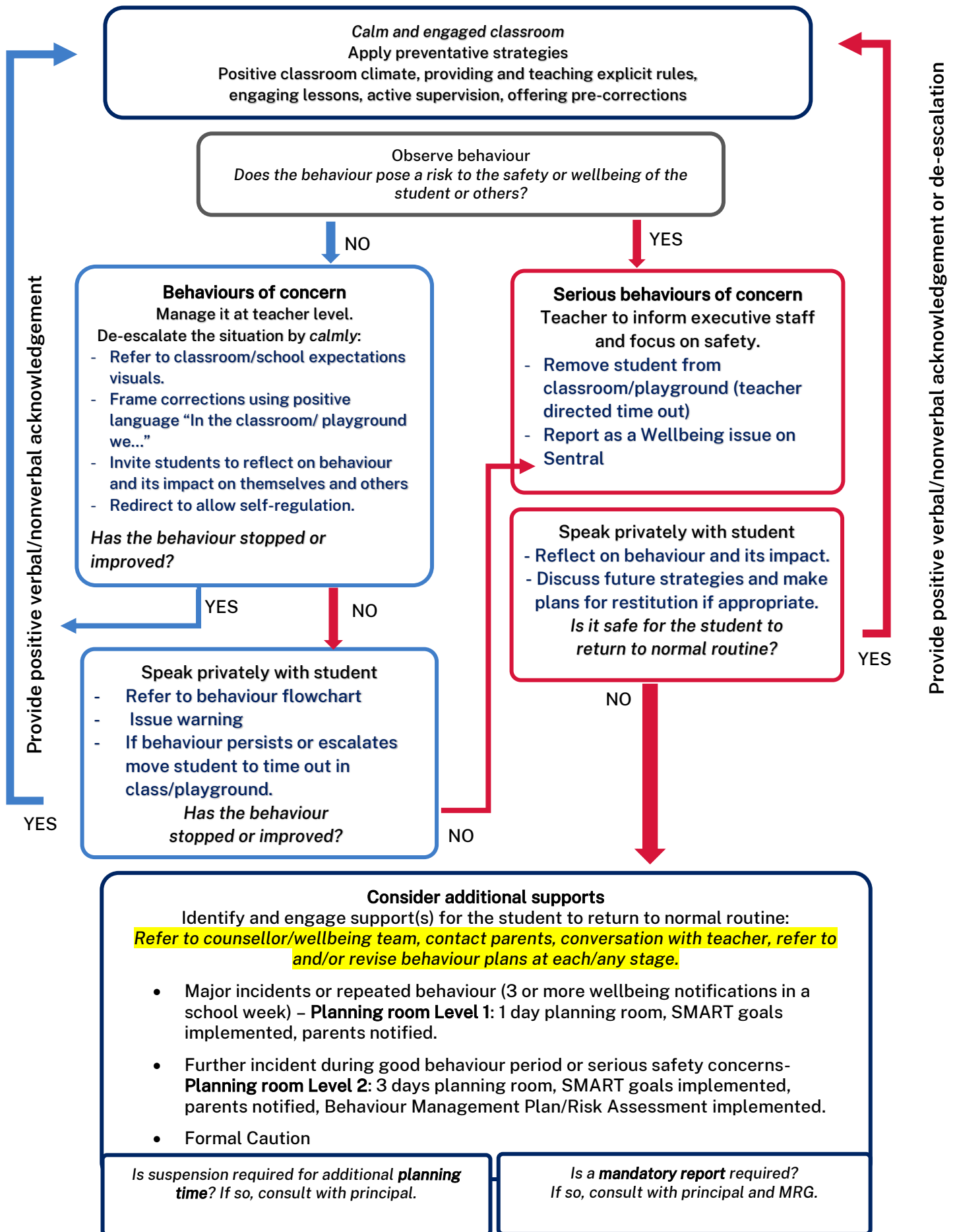
Strategy	When and how long?	Who coordinates?	How are these recorded?
Self Directed Time Out	Up to 10 mins ES1-S1, up to 20 mins S2, up to 30 mins S3	Class teacher	Sentral (Wellbeing notification)
Planning Room Level 1	1 lunch break spent in planning room. Move to planning room for 1 day after eating time. Student and teacher co-construct SMART goal to address targeted behaviour. Time allowed for toilet breaks before and after planning room.	Principal/ executive	Sentral
Planning room Level 2	3 lunch breaks spent in planning room. Move to planning room after eating time. Student and teacher co-construct SMART goal to address targeted behaviour. Student Behaviour Management Plan-Risk Assessment created/revised with parents (see appendix 4). Time allowed for toilet breaks before and after planning room.	Principal/ executive	Sentral
Formal Caution	3 lunch breaks spent in planning room. Move to planning room after eating time. Student and teacher co-construct SMART goal to address targeted behaviour. Student Behaviour Management Plan-Risk Assessment created/revised with parents. Time allowed for toilet breaks before and after planning room.	Principal	Sentral
Suspension	Up to 5 consecutive school days for students in Kindergarten to Year 2 Up to 10 consecutive school days for students in Year 3 to Year 6	Principal	Sentral/ERN

Review dates

Last review date: Week 6 Term 1 2024

Next review date: Week 6 Term 3 2024

Bexhill Public School Behaviour Management Flowchart



Provide positive verbal/nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation

Bullying Response Flowchart




Appendix 1

Whole school approach across the care continuum strategies

Strategy	Details	Audience
You Can Do It	Beyond Blue – Be You recognise YCDI! Education as a best-practice social and emotional learning program. YCDI! Education school curricula are aligned with the Australian national curriculum and teach the Personal and Social Capabilities outlined in the ACARA learning standards framework.	Students
Quality differentiated Teaching Practice	Provides classroom teachers with support to: <ul style="list-style-type: none"> • understand and describe the key components of differentiation • plan for differentiation in their teaching and learning programs • use a variety of differentiation strategies. 	Teachers across all school settings
PDHPE syllabus	Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts	Students
Working in partnership with AECG	The NSW Aboriginal Education Consultative Group Incorporated (NSW AECG Inc.) is the peak community advisory body to the department on Aboriginal education and training at all levels and in all stages of planning and decision making	Students, teachers, staff and caregivers
Anti-Bullying resources	The approaches that schools take to counter bullying can be classified as either 'preventative' or 'responsive'. Preventative approaches aim to stop bullying from occurring in the first place, while responsive approaches are the steps taken to resolve the issue after bullying behaviour has occurred.	Students, teachers, staff and caregivers
Personalised Learning and Support	Personalised learning and support is a process that supports a wide range of students with additional learning and support needs.	Teachers, students with additional needs, caregivers
Evidence-based practices for students with disability	Evidence-based practices are proven to support the learning and wellbeing outcomes for students with disability. An evidence-based practice (EBP) is an educational intervention that has been evaluated in research and found to be effective for supporting students to learn and succeed at school. An intervention may refer to an instructional practice, program, or curriculum that addresses any academic or behavioural outcome.	Teachers across all settings
Risk Management Planning	When the behaviours are identified as a significant work health and safety risk to other students, staff or property, steps including a	Teachers, carers, executive

	Student Tailored Risk Management Plan may be required to support the management of the identified risks.	
Individual Behaviour Support Planning	Effective behaviour support requires a planning process that focuses on providing interventions that meet the function of behaviour. Planning for behaviour support assists teachers to provide additional guidance to students with identified need.	Teachers and all staff, caregivers
NCCD	The NCCD is an annual data collection that requires information on the extent of support and adjustments made for students with disability.	Staff, DEC
Integration Support Funding	Integration Funding Support helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs	LaST

Appendix 2 – Planning Room Level 1 letter


Date: _____	<u>Planning Room Letter</u>	
Dear _____		
Unfortunately your child _____ was sent to the Planning Room today.		
<p>Students are sent to the planning room for repeatedly demonstrating behaviours of concern in the classroom or playground (3 or more wellbeing notifications within a week) or for their involvement in bullying or a major incident. Planning room time allows the school to provide timely support to students, assisting them to achieve desired behaviour, reflect on their behaviour, and make positive choices in the future.</p>		
The reason your child was sent to planning room today was: _____ _____		
This letter is to make you aware of this issue, so we can work together to try and correct his/her behaviour before it becomes more serious.		
Your child is now on Level 1 of our School Behaviour Code. This will mean that he/she will spend one (1) lunchtime in the planning room and must return the acknowledgement below signed by a parent/guardian. During this time the student will create a SMART goal (Specific, Measurable, Achievable, Relevant, and Time-Bound) to address the targeted behaviour. They may not take on leadership roles or attend extra-curricular activities during the timeframe stated in the SMART goal. If there is a recorded incident during this period they will move to Level 2 of our Behaviour Code.		
Our aim at Bexhill Public School is to ensure that everyone is able to learn in a classroom free of distractions, as well as feel safe and happy in the playground.		
Thank you for your continuing support in this and other matters.		
Principal/Assistant Principal -----Please detach & return-----		
I acknowledge receipt of this Planning Room Letter		
Signed: _____ Date: _____ Parent/Caregiver		

<https://schoolsnsw.sharepoint.com/w:r/sites/BEXHILLSTAFF/Shared%20Documents/School%20Information/Student%20Wellbeing%20%26%20Discipline%20Policy/BEXHILL%20PS%20STUDENT%20WELLBEING%20folder/Planning%20Room%20Level%201%20Letter%20with%20SMART%20goals%202024.docx?d=w67c28d46c3ee41c8a91fc8cbb5c3c357&csf=1&web=1&e=0M02Gg>

Appendix 3 – Planning Room Level 2 letter

Date: _____

Planning Room Letter (Level 2)



Dear _____

Unfortunately your child _____ was sent to the Planning Room today.

Students are sent to the planning room for repeatedly demonstrating behaviours of concern in the classroom or playground or for their involvement in bullying or a major incident. Planning room time allows the school to provide timely support to students, assisting them to achieve desired behaviour, reflect on their behaviour, and make positive choices in the future.

The reason your child was sent to planning room today was:

This letter is to make you aware of this issue, so we can work together to try and correct his/her behaviour before it becomes more serious.

As this is the second time your child has been sent to the planning room in a school week, they are now on Level 2 of our School Behaviour Code. This will mean that he/she will spend three (3) lunchtimes in the planning room and must return the acknowledgement below signed by a parent/guardian. During this time the student will create a SMART goal (Specific, Measurable, Achievable, Relevant, and Time-Bound) to address the targeted behaviour. They may not take on leadership roles or attend extra-curricular activities during the timeframe stated in the SMART goal. If there is a recorded incident during this period they may receive a formal caution.

Our aim at Bexhill Public School is to ensure that everyone is able to learn in a classroom free of distractions, as well as feel safe and happy in the playground.

Thank you for your continuing support in this and other matters.

Principal/Assistant Principal

-----Please detach & return-----

I acknowledge receipt of this Planning Room Letter

Signed: _____ Date: _____

Parent/Caregiver

<https://schoolsnsw.sharepoint.com/:w:/r/sites/BEXHILLSTAFF/Shared%20Documents/School%20Information/Student%20Wellbeing%20%26%20Discipline%20Policy/BEXHILL%20PS%20STUDENT%20WELLBEING%20folder/Planning%20Room%20Level%20%20Letter%20with%20SMART%20goals%202024.docx?d=we83272ee91974377a4e3d6123d0a9540&csf=1&web=1&e=SLhtsY>

Appendix 4 – Behaviour Management Plan and Risk Assessment

| NSW Department of Education

Behaviour Management Plan/Risk Assessment		Name:	
General Information		Risk/ Behaviour Management strategies	
Medical/ Diagnosis		Environmental	•
Attendance		Organisational	•
Social skills and relationship		Personal Management Strategies	•
Areas of concern	•	Curriculum adjustments	•
History of interventions	•	Successful behaviour management strategies	•
Target behaviours	1.	Supports that work	•

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| NSW Department of Education

Prepared by: Date: Principal: Revised: C/Teacher: Parents: Review date: when needed

BASELINE	ANXIOUS	DEFENSIVE	ACTING OUT	TENSION REDUCTION	THERAPEUTIC RAPPORT
BEHAVIOUR	BEHAVIOUR:	BEHAVIOUR:	BEHAVIOUR	BEHAVIOUR	BEHAVIOUR
•	•	•	•	•	•
STRATEGIES	STRATEGIES	STRATEGIES	STRATEGIES	STRATEGIES	STRATEGIES
•	•	•	•	•	•
LANGUAGE	LANGUAGE	LANGUAGE	LANGUAGE	LANGUAGE	LANGUAGE
					•

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[Template Behaviour Management Plan and Risk Assessment.docx](#)