

Centaur Public School Behaviour Support and Management Plan

Overview

This School Behaviour Support and Management Plan (SBSMP) is a means of providing a safe, challenging, and creative environment for all members of our school community. It aims to increase student engagement and learning through safe and inclusive positive behaviour support. Centaur Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to engage with their learning. Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. Key programs prioritised and valued by the school community are Positive Behaviour for Learning (PBL), Zones of Regulation & 'Be You'. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Objectives - Guideline statement

The School Behaviour Support and Management Plan is underpinned by:

- A student-centred, positive, strengths-based approach
- A care continuum which involves a strategic whole school approach to explicitly teaching social and emotional skills and behaviour expectations which is pro-active, and prevention focused.
- Collaborative partnerships between schools, students, parents, carers, and community members.
- Expectations of a high standard of behaviour from students to create a safe, inclusive, and respectful school environment.

Partnership with parents and carers

The aim of the partnership between school community members and schools is to develop socially responsible young people who can make informed decisions. This is achieved through an effective social, cultural, and academic curriculum which caters for the individual needs of students.

Centaur Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

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

Centaur Public School will communicate these expectations to parents/carers through School Bytes, Class Dojo and the 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-wide expectations and rules

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

To be respectful, responsible, and ready learners .

Respectful (we are respectful when we)	Responsible (we are responsible for our)	Ready (we are ready when we)
Care for ourselves	Actions	Look
Are kind to others	Safety	Listen
Makes good choices	Environment	Follow Instructions
		Try our best

Behaviour code for students

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

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

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond s to behaviours of concern, including bullying and cyber - bullying behaviour.

Students may require different types of intervention delivered in different ways along a continuum of care.

The care continuum includes interventions for:

- All students - creating a safe and respectful learning and play environment for all students. Along the care continuum this is known as prevention or universal interventions.
- Some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.
- A few students - supporting students with complex and challenging behaviour needs, including students who have a diagnosis, through intense, individual interventions.



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
Universal / Prevention - for All students	Positive Behaviour for Learning (PBL)	Tier 1 – whole school system Explicit teaching of behaviours based upon school data highlighting areas of need every 5 weeks. Class based behaviour management and expectation systems throughout school. Consistent teacher expectations, language, and responses. Regular communication with parents. Whale Tail Reward Day.	All
	Zones of Regulation	Our school uses the lessons, concepts, and strategies within The Zones of Regulation curriculum to create a climate where all students can thrive. Classrooms use these universal practices to proactively teach and support students in their emotional growth.	All
	Bullying No Way & National Day of Action (NDA)	Our school participates in the annual Bullying No Way & National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students K - 6
	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
	Curriculum	Curriculum links particularly through PBL / PDH teaching respectful relationships and good decision making.	Students
	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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 toolk it includes actions to report and manage cyberbullying incidents.	All
	Playtime Target Groups	Teachers lead groups based on student need and interest during playtime to reduce minor incidents. Groups include Library, sport -based groups such as touch football, craft groups and Yarning Circle.	All
	Classroom management	Explicit teaching of expectations. Including social stories, visual timetables, zones of regulation lessons and strategies.	Identified students K-6

Care Continuum	Strategy or Program	Details	Audience
Early Intervention – For some students	PBL	Tier 2 – students are identified and monitored using school data . Evidence based behaviour, social and emotional skill interventions take place to support student behaviour.	Identified students K-6
	Social emotional and wellbeing groups	Students are identified by learning and support team & school data. They engage with programs including Rock and Water, Fur Therapy, Friends for Life, Seasons for Growth & Structured Playground Programs in small groups .	Identified students K-6
	Social emotional and wellbeing sessions	Individual students identified by learning and support team engage with individualised Zones of Regulation & emotion coaching lessons in small groups with Student Learning & Support Officers.	Identified students K - 6
Targeted / Individual intervention	PBL	Tier 3 - Individual Systems of Support focused on thinking functionally about behaviour . Functional Behaviour Assessment (FBA) are developed, students are monitored, evaluated and supported using an Individual Student Support Plan (ISSP).	Identified students K-6
	Learning and Support (LST)	The LST works with teachers, students and families to support students who require personalised learning and support.	All
	Attendance support	The LST refer students to the HSLO who will convene a planning meeting with students, families, and teachers to address barriers to improve attendance and set growth goals.	Individual students, Assistant principal. HSLO
	Social emotional and wellbeing sessions	Individual students identified by learning and support team engage with individualised Zones of Regulation & emotion coaching lessons with Learning and Support Teachers.	Identified students K -6
	School Counselling Service	Students are identified by the Learning and Support Team or parents/carers and access school counsellors. School counsellors work directly with students to help them with issues related to learning, peer and family relationships, and managing emotions such as depression, anxiety, worry or isolation.	Individual students, parent/carer, Learning and Support Teachers, Assistant Principals, School counsellors
	Individual behaviour support planning / Personalised Learning and	For students requiring supplementary support in the classroom, PLSPs are written to identify smart goals and track achievement. This may include developing, implementing, monitoring and	Individual students, parent/carer, Learning and Support Teachers ,

Care Continuum	Strategy or Program	Details	Audience
	Support Plans (PLSP)	reviewing: behaviour support, behaviour response and risk management plans.	Assistant Principals
	Engage with Team Around the School	LST engages with Team Around the School such as Behaviour Support Officer, Learning and Wellbeing Officer & Assistant Principal Learning and Support to create individualised behaviour support plans.	Individual students, parent/carer, Learning and Support Teachers, Assistant Principals, Wellbeing and Health In -reach Nurse
	<u>Wellbeing and Health In -reach Nurse (WHIN)</u>	Individual students are referred to the WHIN who coordinate appropriate early intervention, assessments and referral of students and families to services and programs .	Individual students, parent/carer, Learning and Support Teachers, Assistant Principals, Wellbeing and Health In -reach Nurse

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

Positive appropriate behaviour

Our school takes a positive approach to student behaviour and learning by reinforcing whole school values and expectations and providing targeted supports to students in need. Positive Behaviour for Learning (PBL) underpins all that we do at Centaur. Policies and procedures are collaboratively designed and amended by staff, students, and community members. Regular feedback is obtained to support a shared vision for student wellbeing at Centaur PS. Our school recognises students exhibiting our school values of respectful, responsible and ready by:

- Whale tails: when staff recognise students' positive behaviours, they are rewarded with a 'whale tail'. Whale tails are collected at fortnightly assemblies where students enter a draw to win a PBL prize.
- PBL reward days: reward days occur when each of the whale tail collection bins reach capacity. Reward day themes are determined by the Student Representative Council.
- Merit awards: At fortnightly assemblies, teachers will present the following awards per class:
 - One PBL Award
 - Two class Certificate of Achievement awards
 - One Sports Excellence award.
- Principal's lunch: each term, students who have gained eight or more awards are invited to have lunch with the Principal and are presented with an award for recognition of their achievements.

Inappropriate behaviour and behaviours of concern

When incidents of inappropriate behaviours and behaviours of concern occur, consequences are determined by following the Behaviour Management Flow Chart (Appendix 1).

Minor incidents are issued/followed through by the teacher encountering the behaviour/incident.

Major incidents and **repeated minor incidents** must be referred to the Assistant Principal, who will determine the course of action. They may discuss the behaviour with the parents and/or student, a blue slip, a warning of suspension or suspension may be issued.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's Assistant Principal or executive on duty 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	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise,	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as:

acknowledging expected behaviour.	redirect with specific corrective feedback.	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 / Sentral .	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 in Sentral and contact parent/carer by phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PBL and Zones of Regulation) weekly.	4. Teacher records in Sentral by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's Anti-Racism Contact Officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through Dojo 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 dojo 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.

Restorative Practice /Reflection

The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assist teachers, students and parents to build, maintain and restore relationships. Restorative Practices help build capacity in students to self-regulate behaviour and contributes to the improvement of learning outcomes.

Centaur Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL and Zones of Regulation consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

The reflection room operates Monday to Friday at lunchtime (first break) for up to half the break period and is supervised by nominated staff trained in Restorative Practice techniques. Reflection time allows students to reflect on their behaviour, identify positive choices and/or make amends. Student attendance in the reflection room is recorded in Sentral and classroom teachers are informed daily. Class teachers and Assistant Principals can also give individual or small group reflections for minor classroom or playground behaviours.

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](#)

Bullying Policy

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.

Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur. See appendix 2 Centaur Primary School Anti Bullying Plan .

For further information refer to the Department's [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) .

Cyber Bullying

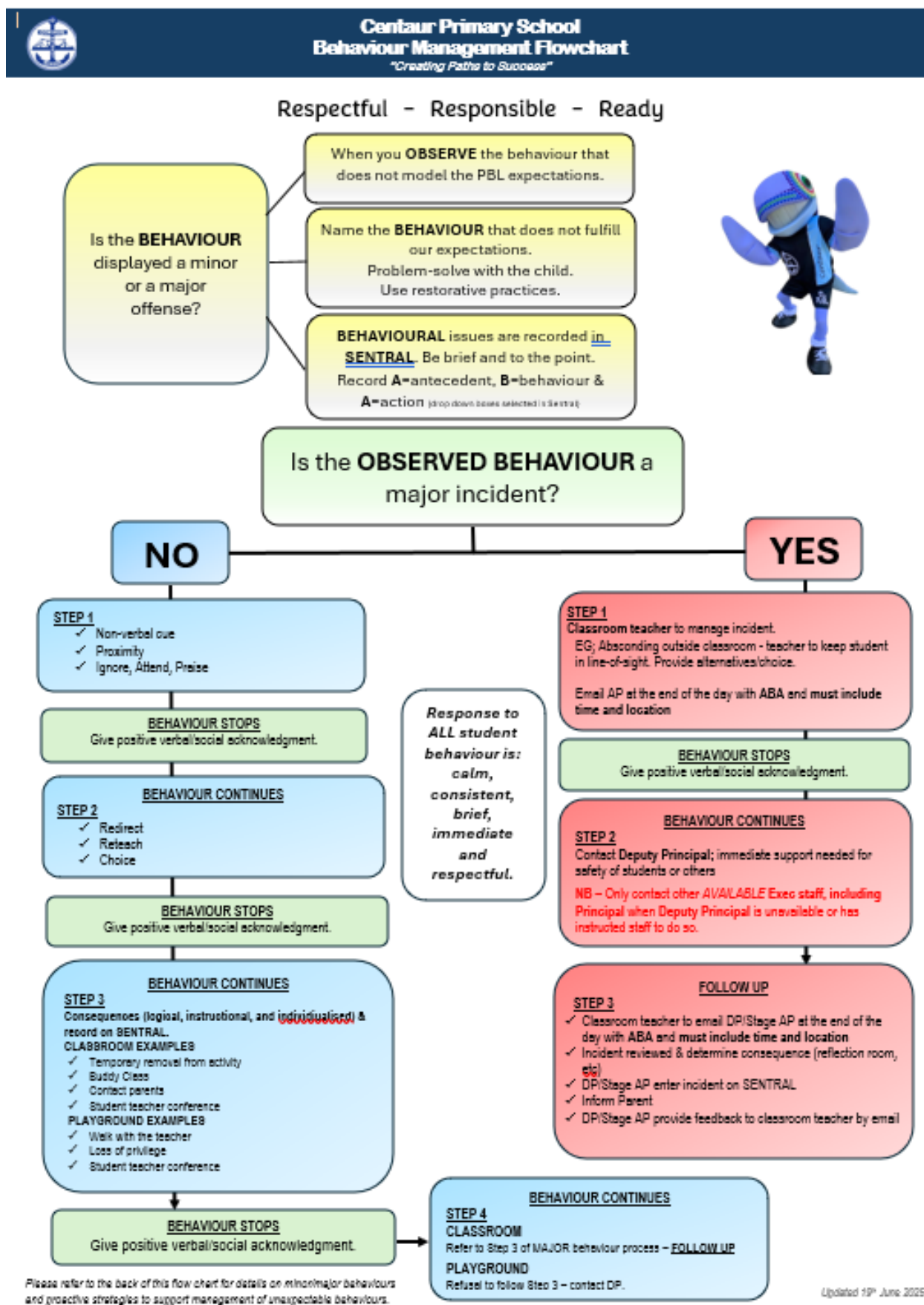
Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Review dates

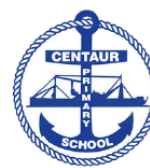
Last review date: 30/10/2025

Next review date: 06/02/2026

Appendix 1: Behaviour management flowchart



Appendix 2: Centaur Public School Anti Bullying Policy



ANTI-BULLYING PLAN

2024

Centaur Primary School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Centaur Primary school's commitment

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

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 will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Fortnightly	SRC and leadership team – deliver information at whole school assemblies, year meetings and in class regarding wellbeing programs, PBL expectations and school values
Ongoing	(PB4L) Positive behaviour for learning model – student expectations for core values of We are respectful, We are responsible and We are Ready, communicated through whole school assemblies with specific messaging delivered on student expectations.

Daily	Stage group meeting – PB4L expectations communicated to all students – acknowledgement system embedded in group meetings where students are acknowledged for positive behaviour utilising the 'Whale tail certificates' whilst reinforcing behaviour expectations
Ongoing	PB4L – posters are displayed in all classrooms and school areas to promote PBL expectations as a visual reinforcement and are embedded in daily classroom practices.
Annual	Cyber safety talk from local Police Youth Liaison Officer – to educate students on cyber safety and cyber crime
Term 4	Introduction of wellbeing staff and the schools Anti-Racism Contact Officer (ARCO), including role description, communication modes and location within the school.
Ongoing	The Zones of regulation – displayed in every classroom to support Social Emotional learning and behavioural expectations.
Ongoing	Restorative practice – students identified as not following the school values may need to engage in restorative practice during lunchtime reflection where they build knowledge, understanding and skills to handle 'blue' and 'red' zone behaviour.
Once a Year	Full term unit on Child Protection – topics include parent relationships, harm and neglect and response strategies communicated.
Ongoing	The use of lunchtime reflections where students who have failed to follow our PB4L expectations engage in restorative practice by discussing and completing a reflection sheet which is intern sent to parents for their review and follow up.

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Bi-Termly	Staff responsibilities and procedures for responding to bullying reviewed at least once a term and in response to critical incidences.
Ongoing	PB4L team meet to discuss incidents and response strategies based on Sentral wellbeing data and strategies delivered through classroom and stage-based lessons
Ongoing	Staff Professional Learning – review school's Anti-Bullying Policy and Procedures, including role of staff members. Awareness of government documentation and information made available to parents.
Ongoing	Staff professional Learning – MAPA, Be You, Zones of Regulation, Anti-bullying, Anti-racism and Aboriginal Education Focused SDD, Aboriginal Culture Education – Lets take the first step together, Restorative practice

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- All new and casual staff are provided with a staff handbook when they enter on duty at the school.
- An executive staff member speaks to new and casual staff when they present at school. This includes introduction to the school's Anti-Bullying Policy, reporting procedures for incidents of bullying and the roles of the various staff members in the response process for addressing issues of bullying.
- New and casual staff will receive a copy of the schools' Anti-bullying Plan upon commencement of employment; this can be found inside the handbook.
- The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- All new staff will receive access to Sentral for reporting purposes and are required to enter all reported incidences. Incidents are reported using the ABC process (antecedent, behaviour, consequence). Casual staff will be advised to provide notification of incidents via email to executive staff.
- All teachers need to ensure students concerns are addressed and reported.
- All staff to be directed to Professional Learning that is relevant to supporting student wellbeing.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance, and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and wellbeing.

2.1 Website

Our school website has information to support families in helping their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Term 1 and 4	Parent meeting/seminar and P&C meetings – Delivery of information defining student bullying and school support strategies along with the introduction of school's Anti-racism Contact Officer (ARCO) and their role and responsibility in regards to anti-racism education strategies and supports.
Ongoing	Dojo, School website, school Facebook and/or school newsletter – used to reinforce the school's position on bullying and to provide information, resources and advice to student, parents, and carers.
Termly	Promote e-Safety parent courses and wellbeing support and resources through newsletters, Facebook and Dojo.
Ongoing	P&C promote PB4L strategies and promote positive school culture through communication modes including Facebook and Dojo.

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- Fur therapy – animal program for students to support wellbeing.
- Zones of regulation – PBL based emotional learning.
- Centaur Day – Commemoration of the school's name
- Mufti days – fundraisers
- Harmony Day
- Big Vege Crunch – state physical wellbeing initiative
- AEO and ASLSO support staff

- NAIDOC Week
- Education week and book week
- Yearly camps and excursions
- PB4L rewards day
- Bi-annual performance/ exhibition
- Multicultural Day
- Special commemoration Days including ANZAC Day.
- Promotion of active play through regular reminders, sports hire shed and student check-ins.
- Target groups: Every playtime there is a range of target groups (teacher led activities) that allow students to engage in fun, supervised and interest-based activities.
- PB4L (positive behaviour for learning) lessons; multiple times a term, classes engage in explicit activities that teach children how to engage or use school facilities.
- Teaching students to be up-standers; Explicit teaching and reinforcement of how to handle situations where your child may feel like someone has been unkind or unfair. Students are taught to follow three steps:
 1. Use your strong voice and say 'Stop, I don't like it!'
 2. Walk away and cool off (get a drink)
 3. If you're still upset, find a teacher

Completed by: Jessica Tout

Position: Assistant Principal Curriculum and Instruction (APC&I)

Signature:

Date: 06 / 08 / 2024

Principal name: Corrie Stephenson

Signature:

Date: 06 / 08 / 2024