

School Behaviour Support and Management Plan – Eglinton Public School

Overview

Eglinton Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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 positive caring learning environment.

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

At Eglinton Primary School we foster a culture of safety, respect, and responsible learning. We strive to empower students with foundational skills, critical thinking abilities, and a sense of good citizenship, preparing them to thrive in an ever-changing world.

To achieve our mission, key programs prioritised and valued by the school community are:

- Positive Behaviour Learning (PBL)
- Bounce Back
- Real Schools

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Eglinton 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 active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Eglinton 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.

Eglinton Public School will communicate these expectations to parents/carers through the school newsletter, school website and School Bytes. 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

Expectation - Safe	Expectations - Respectful	Expectation - Learner
Ask for help	Be kind and polite	Participate positively
Hand and feet to yourself	Care for our school, self and others	Attend school everyday
Right place, right time	Wear correct uniform	Determination and resilience

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	Positive Behaviour Learning (PBL)	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools	All

Care Continuum	Strategy or Program	Details	Audience
		<p>to improve social, emotional, behavioural and academic outcomes for children and young people.</p> <p>When PBL is implemented with consistency, teachers and students have more time to focus on relationships and classroom instruction.</p>	
	Bounce Back	<p>Bounce Back provides practical strategies to improve student wellbeing and help students (and teachers) cope with the complexity of their everyday lives. It teaches students how to 'bounce back' when they experience sadness, difficulties, frustrations and challenging times. Bounce back is an evidence-informed program built on Positive Psychology, Cognitive Behaviour Therapy and Social and Emotional learning principles.</p>	Students K-6
	National Week of Action (NWA)	<p>Our school participates in the annual National Week of Action against bullying and violence (NWA) in August each year.</p>	All
	Child Protection	<p>Teaching child protection education is a mandatory part of the syllabus.</p>	Student K-6
	Real Schools	<p>Working in collaboration with Real Schools we will:</p> <p>Develop a strong, sustainable and relational culture for Eglinton PS community</p> <p>Develop a deep understanding about human behaviour and the rules through which we learn to improve behaviour</p> <p>Use practical tools, models and frames through which to build more consistent responses to student misbehaviour and promote higher engagement levels</p>	All

Care Continuum	Strategy or Program	Details	Audience
		Work together with staff to develop positive relationships with students, colleagues and parents Foster an emotionally and physically safe working environment	
Early intervention	Australian eSafety commissioner Toolkit of schools to prevent and respond to cyberbullying	The toolkit resources are categorised into 4 elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environment.	All
	NSW Police youth Liaison Officer	NSW police youth Liaison officer speaks to all students K-6 each year about being stranger danger and being safe online.	All
Targeted/Individual intervention	Learning and Support	The learning and support team (LST) works with teachers, students and families to support students who require personalised learning and support. The LST is made up of the school counsellor, Principal, Learning and Support teacher, Learning and Wellbeing Assistant Principal.	All
Targeted/Individual intervention	Attendance support	The LST refers 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, Learning Wellbeing Assistant Principal
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, LAST, Assistant Principal

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

Identifying behaviour of concern, including bullying and cyber-bullying

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. Bully behaviour involves the intentional misuse of power

in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See appendix 1.

Eglinton Public School staff will identify 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, either because it is new information or because it has been kept a secret
- 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 cyberbullying. 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.

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 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/emotional regulation visuals and/or supports so that the student can self-regulate.	1.Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage 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 acknowledgement 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 (caught doing it right), Class awards, school-wide rewards.	3.Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the playground/classroom behaviour	3.Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Schoolbytes and contact parent/care by phone. Executive/principal may consider

	expectation before low-level consequence is applied. (see student wellbeing matrix – Minor behaviour not recorded)	further action e.g. reflection, formal caution or suspension. (see student wellbeing matrix – major behaviour levels 1,2,3)
4.Social emotional learning lessons are taught (Bounce Back and Positive Behaviour Learning) weekly.	4.Teacher records behaviour/wellbeing on School bytes by the end of each day. Monitor and inform the family if repeated. For some incidents, referral is made to the school's anti-racism officer (ARCO) or Executive if it is a bullying incident.	4.Refer to the school's Learning and Support Team (LST) considering current and previous behaviour data. Other actions may include completing a risk assessment and/or developing a behaviour support/response plan.
Teacher/parent contact		
Teacher contact through the parent portal or phone, school newsletter and notes 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 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 Learning and Support Team (LST), school counsellor, outside agencies or Team around a school.

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 line with our student wellbeing matrix in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to 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 behaviour/wellbeing ITD system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • Rule reminder • Re-direct • Offer choice • Reteach • Prompts (classroom expectations posters) • Seat change • Stay in at break time to discuss/complete work • Conference • Reflection/restorative practices • Communication with parent/carer. 	<ul style="list-style-type: none"> • Rule reminder • Re-direct • Offer choice • Prompts • Reteach expectations • Play or playground redirection • Walk with teacher • Reflection and restorative practices • Communication with parent/carer.

Eglinton Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Bounce back and Positive Learning Behaviour consists

of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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

Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on Schoolbytes. 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 and review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- Reflection and restorative practices (listed below)
- Liaise with team around a school for additional support and advice
- Communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- Formal caution to suspend, suspension or expulsion.

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

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](#)

Reflection and restorative practices

Reflection is 2nd half lunch break times. This allows students to eat their lunch and go to the toilet before attending Reflection. The length of time is 20mins and the number of days is dependent upon the behaviour, age and developmental level of the student (see Student Wellbeing Matrix).

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Room – Reflection allows the students time to reflect on their choices and the consequence of those choices. A structured debriefing and reteaching of	Next day. 2 nd half lunch. Number of days dependent upon	Executive staff	School bytes

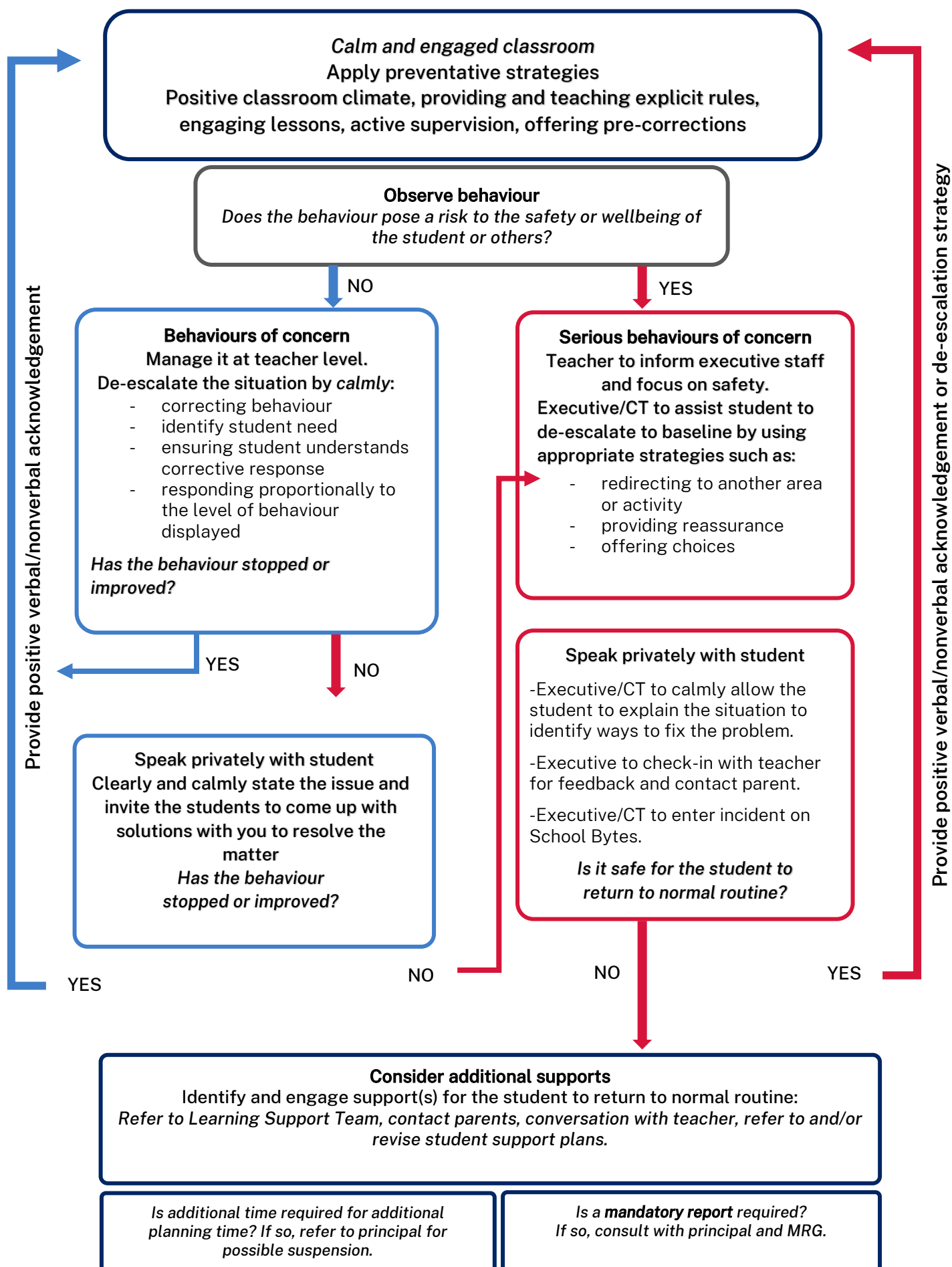
Strategy	When and how long?	Who coordinates?	How are these recorded?
school expectations with individual student take place.	severity of incident (see Student wellbeing matrix)		
Monitoring card – is issued with a behaviour goal discuss with the student. Duty staff will monitor student behaviour and sign the card after each break.	One week	Executive staff	School Bytes

Review dates

Last review date: [6 February 2025 Day 1, Term 1, 2025]

Next review date: [6 February 2026: Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart

