

Eleebana Public School Behaviour Support and Management Plan

Overview

At Eleebana Public School, our School Behaviour Support and Management Plan (SBSMP) is grounded in our commitment to fostering a positive, safe, and inclusive learning environment for all students. We believe that effective behaviour support is essential for promoting student engagement and academic success. Our approach aligns with the NSW Department of Education's endorsed evidence-based strategies, including Positive Behaviour strategies, trauma-informed practices, and the principles of inclusive practice.

Our SBSMP aims to create a school culture where positive behaviours are explicitly taught, modelled, and celebrated. We are committed to establishing clear and consistent behaviour expectations that guide student conduct. By explicitly teaching these expectations, we ensure that all students understand what is required of them, which fosters a sense of responsibility and ownership over their behaviour. This focus on explicit teaching is essential for supporting all students to be engaged with their learning.

Recognising the importance of understanding each student's unique circumstances and backgrounds, we also implement trauma-informed practices that acknowledge and support individual needs. We believe that fostering resilience and emotional wellbeing is crucial to enabling all students to thrive both academically and socially.

To achieve our goals, we have established a multi-tiered system of supports (MTSS) that includes an active and engaged learning support team. This team focuses on early intervention through the use of universal screeners to identify and support students at risk of disengagement. Our commitment to high-impact teaching practices ensures that all students have access to quality education tailored to their needs.

We prioritise the implementation of positive and proactive student wellbeing practices, drawing upon models such as Act Belong Commit, BeYou, Coach to Cope, VISI, and the Berry Street model. These programs and initiatives promote mental health and wellbeing, equipping our students with the skills they need to navigate challenges effectively.

In addressing the prevalence of bullying, including cyberbullying, our SBSMP includes comprehensive anti-bullying strategies that empower students to speak up and take action. We are dedicated to cultivating student voice and agency, ensuring that our students feel heard and valued within our school community.

Community support and partnerships play a vital role in the effectiveness of our SBSMP. We actively engage with families, local organisations, and support services to create a network of care that enhances our students' educational experiences. Together, we can build a cohesive and supportive environment that nurtures the growth and development of every child.

In summary, our SBSMP reflects our core beliefs in the power of explicit teaching, positive behaviour support, inclusivity, and community collaboration. By implementing this plan, we aspire to create a school where every student feels safe, respected, and empowered to achieve their fullest potential.

Partnership with parents and carers

At Eleebana Public School, we believe in the importance of authentic partnerships with parents and carers in establishing expectations for student engagement and in developing and implementing effective behaviour management and anti-bullying strategies. We actively invite feedback from parents, carers, and students through various formal and informal channels, including Tell Them From Me surveys, school surveys, Parent Information meetings, and consultations with the local Aboriginal Education Consultative Group (AECG).

We are committed to keeping parents informed of any concerns related to their child's learning or behaviour. Our active Learning Support Team employs proactive processes to engage with families, ensuring that we work collaboratively to support students' needs. Additionally, we develop positive and mutually beneficial relationships with all therapists involved in supporting our students, which allows us to keep families well-informed about clear school practices and strategies.

By sharing our expectations with parents and carers through P&C meetings and the school newsletter, we create a transparent dialogue that fosters trust and collaboration. Our school is dedicated to proactively building collaborative relationships with families and the broader community. Through these partnerships, we create a shared understanding of how to best support student learning, safety, and wellbeing. Together, we can foster an environment that nurtures every child's growth and success.

School-wide expectations and rules



These expectations will be applied and contextualised throughout all school settings.

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	Details	Audience
Prevention	Explicit Positive Behaviour Expectations	Consistent expectations explicitly taught (including behaviour expectations & social skills) for all students to reduce inappropriate behaviour in all learning spaces.	Whole School
	Whole school wellbeing focus	Culture of positive wellbeing. Communication with parents and community around student behaviour expectations. Recognition and celebration of positive student behaviours, rewards and achievements.	Whole School
	Classroom Management	Consistent teacher expectations, routines, modelling and responses to behaviour	Whole School
	Buddy Program	Peer support program providing leadership, transition support and building students' sense of belonging	
	Wellbeing Week	Annual whole school focus on wellbeing activities, strategies and supports	Whole School
	Riding the Waves	Bespoke school program helping students develop leadership and cooperative skills, resilience and positive relationships	
	Student Leadership	School wide initiative developing social and emotional and leadership skills and promoting student voice and agency.	
	Be You	Provides staff with knowledge, tools and resources to create positive, inclusive and responsive learning communities supporting the best possible mental health.	Whole School

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Learning Support Team	<p>Monitor student performance and provide support for students, staff and families.</p> <p>Universal screening for literacy, numeracy, hearing and language.</p> <p>Evaluate and respond to staff and parent referrals</p>	Whole School
	School Counsellor	Guidance for families and staff, helps connect with services, provides counselling, assessment and intervention	Whole School Access
	Classroom Management	Classroom resources and strategies to prevent and support students' behaviour needs (visual timetable, social stories, consistent teaching, minimised cognitive load)	Whole School
	Be You	Professional learning and resources to support teachers to promote positive mental health, wellbeing and resilience.	Whole School
	CPI Interventions	Staff training providing verbal de-escalation skills, and non-restrictive and restrictive interventions.	Whole School
	Lunchtime Clubs	Provide alternate recreational options to cater to students' interest and needs	Whole School
	Playground programs	Alternate playground options for students providing quiet play	Whole School
Targeted intervention	Learning Support Team	<p>Supports including:</p> <ul style="list-style-type: none"> Coordinating partnerships with student, carers, teachers and other support services Triaging School counsellor support for students Allocating SLSOs Providing and monitoring in-school interventions Managing in-school appointments with Allied Health services 	Whole School Access as Required
	Social skills supports	Targeted small group intervention programs to support student development of social skills	Students K-6 as required

Care Continuum	Strategy or Program	Details	Audience
	Intervention programs	Targeted small group intervention programs to support students in literacy and numeracy	Students K-6 as required
	Classroom Management	Modified individual expectations and goals. Transition strategies (class-to-playground, room-to-room, lesson-to-lesson and teacher-to-teacher). Sensory tools, brain breaks and proprioception routines	Students K-6 as required
Individual intervention	Learning Support Team	Supports including: <ul style="list-style-type: none"> • Access Requests • School-based provisions and programs • Individualised plans (PSLP, BMP) and strategies • DoE Specialised 'Care around the School' - Assistant Principal, Learning and Support, Learning and Wellbeing Officers, Behaviour Specialist, Complex Case team' Senior Psychologist Education (SPE), Out of Home Care Teacher, Home School Liaison Officer, Police Youth Liaison Officer 	Individual students K-6 as required
	Integration support	Allocation of SLSO support to assist individuals in learning and social skills	Individual students K-6 as required
	Personal Support Plans	Development, implementation and evaluation of personal support plans with pre-planned strategies and responsive actions, including: Personalised Learning and Support Plans Behaviour Management Plans Risk Management Plans TAR3 Response and Support strategies	Individual students K-6 as required
	CPI Verbal Intervention & CPI Safety Intervention	Trauma-informed strategies Prevention and verbal de-escalation skills. Disengagement safety techniques. Physical intervention techniques.	Individual students K-6 as required

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours 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.

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Eleebana 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, and communication
- concerns raised by students, parents, or community members

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.

Preventing and responding to behaviours of concern

Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed.

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.

Notes relating to behaviour incidents are kept in school records.

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
<p>Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. High expectations for positive behaviours are consistently communicated and upheld by all members of the school community.</p> <p>Classroom and playgrounds are set up as inclusive environments that support student needs and facilitate positive choices and self-regulation.</p> <p>Verbal and non-verbal specific positive feedback is paired with rewards and awards to acknowledge expected behaviour.</p> <p>Social emotional learning, values lessons and self-regulation strategies explicitly taught.</p>	<p>Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p> <p>Refer to school-wide expectations and/or emotional regulation visuals and/or to support student to self-regulate.</p> <p>Use direct responses (e.g. rule reminder, re-teach, provide choice)</p> <p>Provide students an opportunity to meet the behaviour expectation before low-level consequence is applied.</p> <p>Monitor. If behaviour persists, low level consequences (e.g. walk and talk, short in-situ time out).</p> <p>Teacher records issue by the end of the school day.</p> <p>Parents/Carers informed if it is an ongoing issue.</p>	<p>Staff member restores safety and calm using appropriate strategies (reassuring, redirecting, offering choices etc).</p> <p>Immediate executive support if there is risk.</p> <p>Notify Stage supervisor ASAP Executive reviews the incident from multiple perspectives to determine next steps.</p> <p>Executive contact with parent/carers. Executive/principal may consider further action e.g., formal caution or suspension.</p> <p>Referral to LST, response including: Development of PSLP, BMP, RMP; Access DoE specialists/Team around a School</p> <p>For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in school. These may include:

- supports for other students or staff 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
- reflection, mediation or restorative conversations
- liaise with Team Around a School for additional support or 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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Time out in class <i>Fruit break & toilet breaks as required</i>	In immediate response to behaviour Up to 10 minutes duration	Class Teacher	Documented in SchoolBytes
Time out in Buddy class <i>Fruit break & toilet breaks as required</i>	In immediate response to continued behaviour From 10 minutes to until the next break	Class Teacher & Stage executive	Documented in SchoolBytes
Time with executive staff <i>Fruit break & toilet breaks as required</i>	In immediate response to escalated behaviour From 10 minutes to until the next break	Senior executive	Documented in SchoolBytes
Time off playground <i>Food & toilet breaks as required</i>	In immediate response or from next lunch/recess break	Executive staff	Documented in SchoolBytes

Review dates

Last review date: 03/02/25 [Week 2, Term 1, 2025]

Next review date: 05/02/26 [Week 2, Term 1 2026]