NSW Department of Education

School Behaviour Support and Management Plan

Overview

Eschol Park Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Embedded is a unique culture where everyone can succeed. Eschol Park Public School is a safe, caring and well-resourced family environment, in which the staff, family and community work together with students to achieve quality educational outcomes. We aim to inspire whole school and community engagement through innovative pedagogy where student centred learning and individual outcomes are supported by quality teaching practices. We will maintain high standards, provide opportunities for excellence and aim for personal bests in everything we do. We will continuously seek improvement through effective evaluation, as we move through recognisable stages of development.

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 strive to provide quality education and equitable welfare for all, within a supportive whole school community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, 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.

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

- Berry Street Education Model
- Positive Behaviour for Learning

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

Eschol Park 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. We will promote lifelong learning within a safe and harmonious environment which reflects core values and DoE policy.

Eschol Park Public School will continue to be a welcoming school where emphasis is placed upon strengthening whole school partnerships and all members of the school community are active participants in building a welcoming school culture that values diversity, fosters positive 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

Eschol Park 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 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.

Eschol Park Public School will communicate these expectations to parents/carers through the Sentral parent App 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-wide expectations and rules

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

To show Truth, Quality and Care.

Truth	Quality	Care
honesty	high expectations	inclusion
integrity	value learning opportunities	work co-operatively and collaboratively
use appropriate language	be ready to learn	be kind and value others
reliable member of the school community	persistence and enthusiasm	be safe

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 (morning circle, ready to learn scale, ready to learn plan)

- encouraging expected behaviour with positive process praise and unconditional positive regard
- correcting inappropriate behaviour
- providing active supervision of students inside and outside of the classroom
- maximising opportunities for active engagement with learning including whiteboards for notetaking and minimising teacher talk to 2 minutes
- providing carefully sequenced engaging lessons that provide options for student choice, including visual timetables and lesson outlines
- differentiating learning content and tasks to meet the needs of all learners at their point of need.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Berry Street Education Model	The Berry Street Education Model is an evidence-based wellbeing approach based on trauma informed practice. It supports the development of relationships, supports students to self-regulate and be ready to learn and engage at school.	Students K-6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Anti-Bullying	Our school explicitly teaches anit-bullying through our PDH curriculum each year.	Students K - 6
Prevention	Positive Behaviour for Learning	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 to improve social, emotional, behavioural and academic outcomes for children and young people.	Students K-6
Prevention / Early Intervention / Targeted / Individual	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 toolkit includes actions to report and manage cyberbullying incidents.	All
Early intervention	Morning Circle	Teaching students' self-regulation strategies and establishing consistent, predictable routines.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Reading to Learn Scales and Plans	Supporting students to identify how the feel and what can help them to feel regulated and ready to learn.	Students K-6
Early Intervention	De-escalation strategies	Intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in the school environment.	Students K-6
Targeted intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The AP for Attendance will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
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, AP

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

Identifying 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 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. See Appendix 1.

Eschol Park 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.

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 Behaviour / wellbeing in Sentral. These include:

Classroom	Non-classroom setting
• remind or reteach expectations • ready to learn scale • re-direct to alternate activity or space • offer choice – timed two or five minutes • unconditional positive regard • positive prompts • environmental adjustment (seat change, calm space) • unconditional positive regard • restorative conversation • thinking room or reflection • communication with parent/carer.	• remind or reteach expectations • re-direct to alternate activity or space • offer choice (clubs, library) • unconditional positive regard • positive prompts • play or playground re-direction • restorative conversation • thinking room, reflection and restorative practices • communication with parent/carer.

Eschol Park Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Berry Street Education Model 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.

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.

Appendix 1 presents an example of an alternative option.

Appendix 2 for a bullying response flowchart.

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 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 stage supervisor/ 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 acknowledging expected behaviour (e.g. process praise, unconditional positive regard).	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, process praise, redirect with specific corrective feedback, ready to learn scale/plan, de-regulation strategies.	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. Process praise (tangible reinforcers) include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing on Sentral.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference, triage conversations. 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 Sentral 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 (Berry Street Education Model and Resilience Program) weekly.	4. Teacher records on Behaviour / wellbeing in Sentral by the end of the school day. Monitor and inform family if repeated. For	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include

	some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	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 the phone calls home is used 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 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.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing in Sentral. 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
- thinking room, 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, 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.

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.

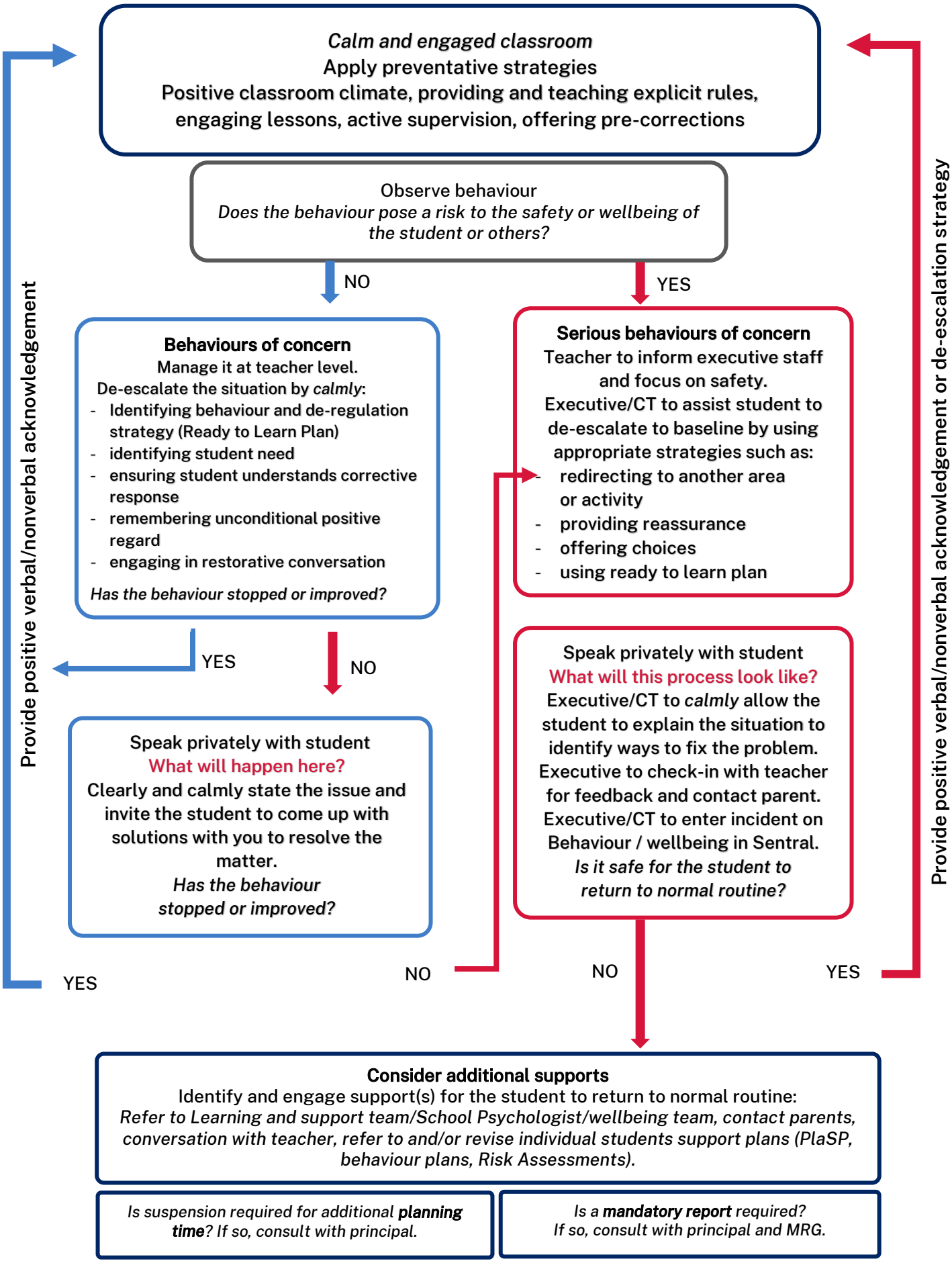
Strategy	When and how long?	Who coordinates?	How are these recorded?
Thinking room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in Sentral
Alternate play plan – Structured play options e.g. Library for games or drawing, Quad games. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices to support self-regulation.	Next break. Length of time determined by each case	Assistant Principal	Documented in Sentral
Restorative practice – peer mediation or circles in Thinking room after structured debriefing	Next day at either lunch or recess break	Assistant Principal	Documented in Sentral

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

First hour: Listen

- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in Sentral
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- Document the plan of action in Sentral
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Sentral

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Sentral
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students