



NSW Department of Education



Islington Public School

## Behaviour Support and Management Plan 2025

At **Islington Public School** we are committed to explicitly teaching and modelling positive behaviour and in supporting all students to be engaged with their learning. Our school's vision is to provide inclusive, comprehensive and varied learning experiences that develop the whole child, underpinned by a nurturing and caring environment. This vision is strongly endorsed and supported by the school community.

Staff at our school are committed to inspiring 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.

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.

Staff, students, parents and carers, had opportunities to have input into this plan. It was also written in conjunction with:

- [Wellbeing Framework for Schools \(2015\)](#)
- [Islington Public School's Strategic Improvement Plan \(2022-2026\)](#)
- [Islington Public School's Anti-Bullying Plan \(2024-2025\)](#)
- [The NSW Department of Education Behaviour Code for Students \(2024\)](#)
- [Detention and Time Out Procedures \(2024\)](#)
- [Suspension and Expulsion Procedures \(2024\)](#), and other supporting policies from the New South Wales Department of Education.

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

- The Positivity Project
- Berry Street Education Model
- Student Voice Forum

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

**Islington 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 are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of our supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. Staff, students, parents and community members at Islington Public School refer to, and enforce, the **Islington Public School’s Anti-Bullying Plan (2024-2025)**, and record and monitor incidences on Sentral.

### Partnership with parents and carers

**Islington Public School** staff partner with parents and 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, and consulting with the P & C
- using concerns raised through complaints procedures to review school systems, data and practices.

**Islington Public School** will communicate these expectations to parents/carers through the school newsletter, school website and Sentral. 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

Respect	Safety	Engagement
Communicate with courtesy	Resolve conflict fairly	Ask for help
Use appropriate language	Keep hands and feet to self	Arrive at school and class on time
Work co-operatively	Make safe choices	Persist with challenges
Accept differences	Wear hats at playtime	Strive to always do your best
Show whole-body listening (5Ls)	Accept responsibility for actions	Resolve conflict respectfully, fairly and calmly
Value, include and support others	Encourage others to make safe choices	Be organised
Respect all property	Wait patiently	Make the most of opportunities
Wear agreed school uniform	Compromise	Actively participate in learning
Use manners	Don’t go out of bounds	
Listen to instructions the first time		

### 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

At **Islington Public School**, whole-school prevention approaches aim to establish and maintain safe, respectful and engaging learning environments for all students. Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum to promote positive behaviour and respond to concerns such as bullying and cyber-bullying. These efforts are grounded in evidence-based effective classroom practices that establish the tone for engagement with learning and respectful relationships. Our school employs various strategies and systems to explicitly teach, recognise, and reinforce positive student behaviour and behavioural expectations. These practices include:

- co-constructing and explicitly teaching/modelling classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students and are consistent across classrooms
- familiarising students with, and referring to, the **Behaviour code for students**
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging and redirecting inappropriate behaviour
- providing active supervision of students
- creating and maintaining positive relationships with parents/carers
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- working alongside students to develop individualised and achievable learning goals
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	School wide positive behaviour expectations and procedures	Strong teacher/student relationships Communication with parents regarding school expectations and procedures Explicit teaching and modelling of positive behaviours and social skills- Positivity Project Consistent class-based systems of expectations and reference to Behaviour Management Flowchart Positive whole school behaviour systems (Bee Awards) Consistent teacher expectations, routines, modelling Consistent recording of behaviours and wellbeing concerns on Sentral	Whole School

Prevention	Class Expectations	Created collaboratively by the teacher and the Whole School students Clearly displayed in the classroom for consistent reference Link with <b>School expectations and rules</b> Link with <b>Behaviour management flowchart</b>	
Prevention	Strong teacher and student relationships	All students are known, valued and cared for in our school Students can identify someone at school who consistently provides them with encouragement and can be turned to for advice Teachers treat all students fairly	Whole School
Prevention	Attendance Intervention Model and Strategies (Fine Tuning and Affirmation)	Monitor and reinforce importance of regular school attendance with students via class teachers and communication with parents and carers through Sentral. Call parents after two consecutive days absentee and document on Sentral. Regularly promote the importance and benefits of regular attendance at school through Sentral, assemblies, newsletters and the school's social media. Callaghan attendance sprints with specific focus areas	All staff/ executives
Prevention	Student Voice/Leadership opportunities	Various domains- Sport captains, school leaders, technology leader, library leader, sustainability leader Buddy system Student Voice meetings once per term	All students Stage 2 and 3 teaches Executives
Prevention	Integrated curriculum aimed at connection to Country and community for Aboriginal and Torres Strait Islander students	Aboriginal pedagogies/perspectives embedded in class programs	All staff
Prevention	Morning Check Ins	All classes have a poster with a scale from 1- 5. Teachers 'check in' with students as to where they are against the scale. Teachers use this to monitor and support students' wellbeing and record on Sentral/ contact parents if there is a pattern/any concerns.	Whole School
Prevention	The Positivity Project	The Positivity Project empowers students to build positive relationships and become their	Whole School Community

		<p>best selves. It is a comprehensive, evidence-based positive character education curriculum that teaches students actionable ways to build positive relationships in their lives.</p> <p>Parents/carers are sent a weekly newsletter on that week's character strength to support what is happening at school. Students receive awards (one per week per class) based on that week's character strength.</p>	
Prevention	<a href="#">National Week of Action (NWA)</a>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff and students 3 - 6
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	All staff. All students
Prevention	Anti-bullying interventions in schools-what works?	This course provides a scaffold for educators to engage with contemporary literature pertaining to anti-bullying interventions to connect their understanding with their own practice within their own context.	Selected staff. Report back through whole school staff meetings
Prevention	Assembly awards	Our teachers acknowledge the achievement of two students each week at our whole school assembly by presenting them with a Merit Award. These awards reflect our core values: Goodness, Truth and Beauty.	Staff / students
Prevention/ Early Intervention	Student wellbeing checks	Each fortnight, time is scheduled in whole-school staff meetings to discuss student wellbeing across the school. These conversations are documented on Sentral.	All staff
Early Intervention	Attendance Tier One: Early Intervention	Student Attendance Success Plans for students under 85% attendance created collaboratively by student and class teacher Copy sent home for parent/carer Callaghan attendance sprints with specific focus areas	Students with 80-89% attendance All staff Executives
Early Intervention	Transition to Kindergarten	In Term 4, Year 4 (Year 5 as needed) students are given the opportunity to support next year's Kindergarten students through a buddy system.	Incoming kindergarten students Stage 2/3 students
Early Intervention	Walk and Talk /reflection	To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately, immediately and for an appropriate length of	Students/ staff/ executives

		time. Where students do not respond positively to the standards and expectations of the school, it is necessary to apply a fair, reasonable and proportionate action. A Walk and Talk is a planned consequence that involves a student/s. The purpose of this is to support the student to reflect on their behaviour and make positive choices. The student is always supervised by the teacher who was on duty during the incident and, if needed, an executive staff member will release the teacher from class so they can have a Walk and Talk with the student/s. This should always be documented on Sentral and parents should be notified.	
Early Intervention	Transition to High School	Term 4, students have opportunities to attend high school orientation days.	Year 6 students Stage 3 teachers
Early/targeted Intervention	LST Support	The LST works with teachers, students and families to support students who require personalised learning and support. Academic, social, physical and emotional referrals	All staff Learning and Support team School counsellor External providers
Early/Targeted Intervention	School Counsellor Services	DCS updates Testing Student counselling Learning and Support meetings	School counsellor Parents Targeted students Teachers
Targeted / Individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	Learning and Support team, classroom teacher, students, principal, parents/carers, external stakeholders
Targeted intervention	Classroom Behaviour and Management Flowchart	The Behaviour and Management Flowchart provides teachers with a central and simple document to refer to when managing behaviour in the class. The guidelines ensure that a consistent approach is implemented by all teachers for all students. It outlines the steps needed to manage disruptive behaviour in class and on the playground.	All staff
Targeted / individual intervention	<a href="#">Attendance</a> support	Teachers will monitor students' absentees. More than two consecutive days off, call parents and document on Sentral. The LST refer students to the attendance co-ordinator who will convene a planning meeting with	Individual students, attendance co-ordinator, classroom teacher, parents/caregivers

		students, families and teachers to address barriers to improved attendance and set growth goals.	
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, classroom teacher, parent/carer, LST team

## 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

Bullying has three key features:

1. It involves a misuse of power in a relationship
2. It is intentional, ongoing and repeated
3. It involves behaviours that can cause harm

### Preventing and responding to behaviours 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 inappropriate or developmentally appropriate behaviour.

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.

**Islington 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, and are encouraged to, 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.

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.

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• detention, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• detention, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>

**Islington Public School** staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Positivity Project 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 staff at **Islington Public School** understand that 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.

Prevention	Early Intervention	Targeted/Individualised
<b>Responses to recognise and reinforce positive, inclusive and safe behaviour</b>	<b>Responses to minor inappropriate behaviour are teacher managed.</b>	<b>Responses to behaviours of concern are executive managed</b>
<p>1. Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>3. Tangible reinforcers include those that are:</p> <p>free and frequent</p> <p>moderate and intermittent</p> <p>significant and infrequent</p> <p>Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing on Sentral.</p>	<p>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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (Positivity Project) weekly.</p>	<p>4. Teacher records on 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.</p>	<p>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.</p>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact

Teacher contact through the school used to communicate student effort to meet expectations. Merit awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email 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.
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## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing on Sentral. These may include:

- review and document incidents on Sentral
- 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
- detention, reflection and restorative practices
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, Sentral, 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](#).

## 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.

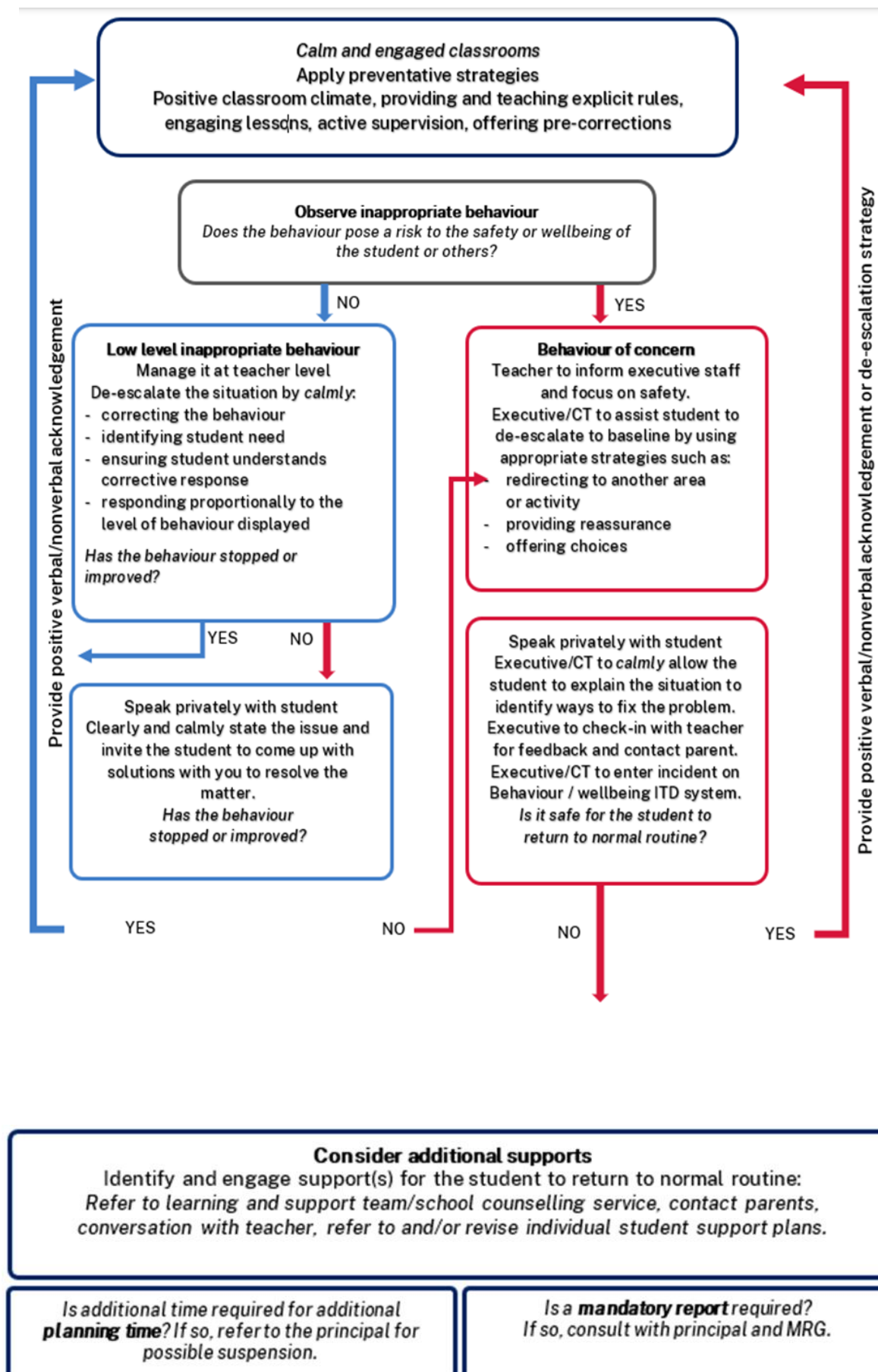
Strategy	When and how long?	Who coordinates?	How are these recorded?
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<b>Behaviour Management Plan –</b> In consultation with student, parent and teacher, discuss and set goals for individual students.	As needed	Classroom Teacher / Stage Supervisor	Documented in Student Profiles on Sentral
<b>Alternate play plan –</b> withdrawal from free choice during next play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention) . Students have time to reflect on Restorative Conference Questions as listed below.	during next break	Stage leader/ Assistant Principal	Documented in Sentral Wellbeing
<b>Restorative practice –</b> <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	Scheduled for either lunch or recess break	Stage leader/ Assistant Principal	Documented in Sentral Wellbeing

### Restorative Conference Questions

1. What happened?
2. What were you thinking/feeling at the time?
3. What have you thought about/how have you felt since it happened?
4. Who has been affected? How might they feel?
5. What do you need to do to make things right?
6. If the same thing happens again, how will you behave differently?
7. What support do you need?
8. Who can you go to for support?

## Behaviour Management Flowchart



## Bullying Response Flowchart

The following flowchart explains the actions **Islington Public School staff** will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



## **Review dates**

Last review date: Term 4, 2024

Next review date: Term 4, 2025

Written by: Gerri Brown

Position: Teacher

Signed:

Principal: Megan Hamilton

Signed: