

# **Neutral Bay Public School Behaviour Support and Management Plan**

## **Overview**

This School Behaviour Support and Management Plan serves as a foundation for providing a safe, challenging, and creative environment for all members of our school community. It is designed to increase student engagement and learning through safe and inclusive positive behaviour support strategies.

Neutral Bay Public School is dedicated to explicitly teaching and modelling positive behaviour, supporting all students in becoming actively engaged in their learning. The school community prioritises and values key programs including [Positive Behaviour for Learning \(PBL\)](#), Bounce Back, Aussie of the Month, Zones of Regulation, Enlighten Education, and Bystanders to Upstanders.

## **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 proactive 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.

The School Behaviour Support and Management Plan must:

- Communicate a strategic, integrated whole school approach
- Incorporate a multi-tiered care continuum to support all students
- Establish and maintain high expectations for students through effective role modelling, explicit teaching and planned responses
- Establish expectations for parents and carers to engage with the school to develop and implement individual behaviour management strategies
- Embed inclusive and equitable practices to promote positive student behaviour
- Include strategies that recognise, reinforce and teach inclusive and safe behaviours
- Ensure that all students can access and participate in education with reasonable adjustments.



## Context

Schools and their communities work together to provide quality learning environments.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

When parents enrol their children at public schools they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of behaviour support in government schools.

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

In implementing the School Behaviour Support and Management Plan, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.


This guideline is to be implemented consistent with [Work Health and Safety \(WHS\) Policy](#) obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

All schools must develop and implement an Anti-bullying Plan consistent with the Student Behaviour policy - [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

The School Behaviour Support and Management Plan may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

## 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 [Behaviour](#)



[code for students](#). This document translated into multiple languages is available here: [Behaviour code for students](#).

## **Promoting and reinforcing positive student behaviour and school-wide expectations**

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

- Students are responsible, respectful and do their best

Neutral Bay Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Classroom teachers explicitly teach and model expected behaviours across different areas of the school, for example in the classroom, on the playground, in the bathrooms, and in assemblies. The focus lesson for each week is communicated at staff admin meetings, and teachers use PowerPoint lessons with photos and videos of students showing expected behaviours across the school.
- A House Point system underpins the PBL focus, with Caught You Being Good tokens being handed out throughout the week, followed by a weekly count and a winning house to receive a reward day at end of term.
- An individual system underpins the PBL focus, with BayWay stickers being distributed each week (8 stickers for Years 1-6, 6 stickers for Kindergarten) which accumulate towards Principal Awards and a badge system. These are presented at Principal Award assemblies at the end of each term.
- Fortnightly assembly awards have a PBL focus, with awards given for students who display Responsible, Respectful and Personal Best behaviours.
- Aussie of the Month is a monthly civics program that recognises and promotes values we share as Australians, such as mateship, respect and inclusion, and encourages and recognises students for their contribution to the school community. Classroom teachers explicitly teach and reinforce the monthly focus in the classroom and playground. The focus is communicated to Years 1-6, and teachers use Google Slides lessons and a calendar of activity suggestions to teach the value for that month. Student nominations from each class are collected each month by the Student Representative Council and shortlisted, with the winning students announced at the Principal's Award assembly at the end of each term.
- Bounce Back is a whole school social and emotional skill teaching program, with lessons taught weekly K-6 to build student skills in resilience,

confidence, persistence, organisation and getting along with others. Staff have been trained in the delivery of this evidence based program, and parent engagement is encouraged through class teacher communication, newsletter information and parent sessions with trainers and school staff.

## Useful Resources Links for Behaviour Support and Positive Learning

[NPBS PBL Scope and Sequence](#)

[NBPS PBL System - The Bay Way](#)

[NBPS Behaviour Expectations- PBL Matrix](#)

[Neutral Bay Public School Award System](#)

[NBPS Behaviour Reflection Sheet](#)

[Flowchart student behaviour support plan](#)

[Anti-Racism Policy](#)

## Whole School Approach

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Professional Learning	Training and regular review of Positive Behaviour for Learning (PBL), BounceBack, Aussie of the Month, learning dispositions, Zones of Regulation, Enlighten Education & Bystanders to Upstanders.	All teaching and SLSO staff
	Classroom Management	Strong student teacher relationships. Systems and structures in classrooms that support positive behaviour	Classroom teachers
	PBL NPBS PBL Scope and Sequence 2024	Explicit teaching of positive behaviours. Rewarding expected behaviours. Whole school rewards. Aussie Of The Month program.	Students, all staff and parents
	Zones of Regulation	Whole school classroom program teaching emotions and how to identify them, react to them and maintain healthy emotional state. Curriculum linked to PBL/PDH syllabus, designed to foster	Students and staff

Care Continuum	Strategy or Program	Details	Audience
		self-regulation and emotional control	
	Curriculum	Curriculum links particularly through PBL/PDH teaching respectful relationships and good decision making	Students
	Bounce Back,	K-6 social and emotional learning program developing student resilience, confidence, persistence, organisation, and getting along.	Whole school
Early Intervention	PBL- Positive Behaviour for Learning	PBL Tier 1 schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive environment	Whole school
	Sensory Space	Every classroom to have an area known to students where they can sit with sensory activities. Recharge activities: Sensory activities, games, comfortable furniture, iPads	All staff L&ST and counsellor
	Lunch time Clubs	Lunch time clubs as an alternative option to the playground. Knitting, mindfulness activities, drawing and games are offered to those who need a check-in or restorative session.	L&ST and counsellor
	Learning and Support Team Meeting	Weekly L&ST Meetings to discuss data from Sentral, flagging individual students with specific needs, discussing plans forward and reviewing strategies already in place	Learning and Support team
Targeted Intervention	Learning and Support Team	The Learning and Support Team work with teachers, students and families to support those students who require personalised learning and support.	Individual students, families, staff

Care Continuum	Strategy or Program	Details	Audience
	Restorative sessions	Sessions targeted at giving explicit support to students displaying negative behaviours that risk their or other's safety. During these sessions alternative behaviours are discussed.	AP/DP
	Behaviour charts	In following the school's behaviour policy, students placed on either classroom or playground behaviour charts. The charts monitor and encourage their successful behaviour for a targeted number of days.	L&ST and Teachers
	Coaching Sessions	Targeted to students displaying continuous negative behaviours. Coaching sessions based on behaviour	L&ST/DP
Individual Intervention	Check ins	Weekly casual check ins for students with specific behavioural / emotional needs	L&ST and Assistant Principals
	Individual Behaviour Support Plan  Individual Learning Plans	For targeted students, include a social/behaviour smart goal in the Individual Learning Plan.	Classroom teachers, Parents/carers, Learning and Support Team
	Behaviour Response Plans	For targeted students, track behaviour using ABC and Star Chart proformas. Behaviour plans devised in consultation with parent/carer to provide strategies and adjustments for identified behaviours at varying levels to keep all students safe. Designed to support improvement in regulation.	L&ST, DP, School Counsellor, Classroom teacher, parent/carer
	Risk Management Plans	Written for students needing significant safety measures (physically, mentally or emotionally).	L&ST, and parent/carer
	Itinerant Support Teachers	Funds allocated for students needing specific support both in classrooms and on the playground.	L&ST, Principal, DP, BM, SLSO and APL&ST

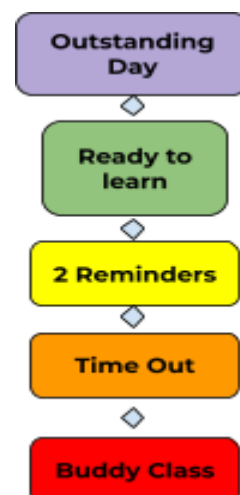
## Planned response



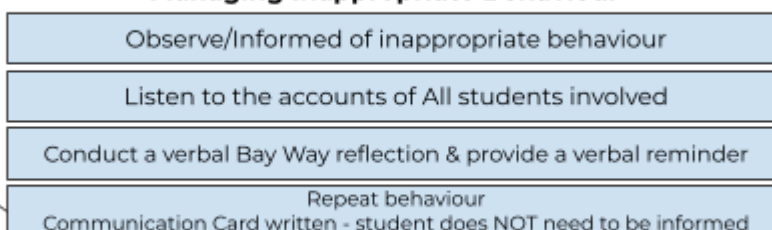
## Implementation

Inappropriate behaviour In classrooms :

1. Two reminders are given - Please utilise the Ocean Zones
2. Timeout is allocated
3. Student is sent to the 'buddy class'
4. Student is sent to Grade Leader - School Bytes
5. Student is referred to Deputy Principals
6. Student is referred to Principal



## Neutral Bay Public School Positive Behaviour for Learning Managing Inappropriate Behaviour




MINOR INCIDENT 1	MINOR Manager: GL	MAJOR Manager: DP	MAJOR INCIDENT 1
<ol style="list-style-type: none"> <li>1. Reporting teacher writes Com.Card, enters it on School Bytes and notifies the GL.</li> <li>2. Conduct restorative conversation with student(s):</li> </ol>	<ul style="list-style-type: none"> <li>Defiance</li> <li>Disruptive behaviour</li> <li>Exclusion</li> <li>Inappropriate language</li> <li>Inappropriate physical contact</li> <li>Incorrect uniform (repeated)</li> <li>Littering</li> <li>Lying</li> <li>Misuse of electronic devices</li> <li>Out of bounds</li> <li>Playing in the toilets</li> <li>Property misuse</li> <li>Teasing</li> <li>Unsafe play</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate language with intent</li> <li>Leaving school grounds</li> <li>Physical aggression with intent</li> <li>Stealing</li> <li>Vandalism</li> <li>Threatening or possessing a weapon</li> </ul>	<ol style="list-style-type: none"> <li>1. Reporting teacher writes Com.Card and passes it to GL who enters incident on School Bytes and notifies DP</li> <li>2. If DP agrees with "Major" category, the classroom will be called and student requested to visit the DP office</li> <li>3. Reflection sheet completed with the DP</li> <li>4. DP to determine appropriate consequence</li> <li>5. DP to call parent/carer</li> </ol>
MINOR INCIDENT 2	<b>Restorative Conversation</b> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking of at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by what you have done? In what way?</li> <li>• What do you think you need to do to make things right?</li> </ul>		MAJOR INCIDENT 2
<ol style="list-style-type: none"> <li>1. Reporting teacher writes Com.Card, enters it on School Bytes and notifies the GL.</li> <li>2. GL to determine appropriate consequence e.g. reflection during a specified classroom activity or loss of play time.</li> </ol>			<ol style="list-style-type: none"> <li>1. Steps 1-5 as above</li> <li>2. DP to establish a check in/check out system with student for daily reflection</li> <li>3. DP to meet with parent/carer</li> </ol>
MINOR INCIDENT 3			MAJOR INCIDENT 3
<ol style="list-style-type: none"> <li>1. Reporting teacher to enter Com. Card on School Bytes</li> <li>2. Grade Leader to conduct reflection with student and determine appropriate consequence.</li> </ol>			<ol style="list-style-type: none"> <li>1. Steps 1-5 as above</li> <li>2. Principal to meet with parent/carer</li> <li>3. CT to complete a LaST referral form for behaviour for the student</li> </ol>
MINOR INCIDENT 4 - GL/L&ST			MAJOR INCIDENT 4 PRINCIPAL TO DETERMINE



## Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Wellbeing Chat with a teacher	Break time 5-10 minutes	Classroom Teacher	School Bytes- date record
Time Out In classroom	In class time Up to 15 minutes	Classroom Teacher	School Bytes - date record
Restorative Practices	In class each day Restorative conversations as needed, with a maximum duration of as 25 mins	Classroom / RFF teacher/Executive staff	Incident recorded in School Bytes Wellbeing
Buddy Class Time Out	In class time Until the end of the session	Classroom Teacher	School Bytes - date record
Self directed time out	As needed, up to 20 mins	Student, Teacher, L&ST, Executive staff	Communication Cards Anecdotal note on School Bytes Wellbeing
Reflection Time 1 <sup>st</sup> or 2 <sup>nd</sup> lunch after eating time	As incidents occur	Deputy Principal - in office	School Bytes Wellbeing
Teacher directed time out	As needed, up to 20 mins	Teacher, L&ST	Anecdotal notes on School Bytes



## Neutral Bay Public School Bullying Response Flowchart





## Partnership with parents/carers

Neutral Bay Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through the Parents and Citizens Association. Neutral Bay Public School will communicate these expectations to parents/carers through the Meet The Teacher Evenings, Term 1 parent teacher interviews, school newsletter, Class Dojo, the school website and P&C meetings.

**Reviewing dates** Day 1 Term 1 2026