

Behaviour Support and Management plan

Overview

Northmead Public School is dedicated to setting high expectations for positive behaviour and ensuring all students are actively engaged in their learning. In collaboration with parents and the broader community, our school aims to embed these high standards through strong partnerships and innovative teaching methods. Our vision is to inspire students to become resilient, respectful, and resourceful leaders who are globally minded, applying both critical and creative thinking to make a positive impact on the world.

We foster an inclusive and supportive learning environment by promoting empathy, critical thinking, and the celebration of diversity. Northmead Public School is committed to pursuing both equity and excellence in education.

Northmead Public School is committed to rejecting all forms of bullying, including cyberbullying, by fostering a safe, inclusive, and respectful learning environment that prioritizes student well-being. The staff are dedicated to using evidence-based strategies to create a positive atmosphere where bullying is less likely to occur. Every member of the school community plays an active role in nurturing a welcoming culture that celebrates diversity and encourages positive relationships. A key part of this supportive environment is building respectful connections and promoting the understanding that bullying—both online and offline—is unacceptable. School staff are proactive in addressing and responding to bullying behaviour.

Our approach is guided by principles of positive behaviour support, trauma-informed practices, inclusive strategies, and social-emotional learning. High standards for student behaviour are maintained through clear role modelling, intentional teaching, and restorative practices.

Partnership with Parents and Carers

Northmead Public School values strong partnerships with parents and carers in promoting positive student behaviour and wellbeing. The school works collaboratively with families to establish shared expectations for student engagement and to support the development and implementation of behaviour management and anti-bullying strategies. This is achieved by:

- seeking parent, carer, and student input through a range of formal and informal processes, including NSW public School Survey, school-based surveys, consultation with the P&C.
- using feedback and concerns raised through established complaints and feedback processes to inform the review and improvement of school systems, data, and practices

Expectations are communicated clearly to parents and carers through the school newsletter and website. Northmead Public School actively builds positive, collaborative relationships with families and the wider community to ensure a shared understanding of how-to best support student learning, safety, and wellbeing.

Behaviour code for students

Behaviour code for students NSW public schools is 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 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.

Prevention	Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.
Early intervention	Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Schools need to develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.
Targeted intervention	Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.
Individual intervention	Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools need to build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.

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. 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, and/or when using social media, mobile devices and/or other technology involving another student or staff member.

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. More information about bullying can be found here:

<https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying/educators/understanding-bullying>

All students are explicitly taught about bullying, including cyberbullying, what it is and what to do if they experience it.