



PPPS School Behaviour Support and Management Plan

Overview

Picnic Point Public School, in line with the plan for NSW Public Education, has a commitment to work with students, parents, staff and the community, to give children the best start in learning so that every child learns, grows and belongs to an equitable and outstanding place of learning. Together we will:

- advance equitable outcomes, opportunities and experiences so that every child receives a quality education that enables them to excel.
- strengthen trust and respect for students, parents, teachers and support staff so that every member of our school community feels valued and is supported to perform at their best.
- strengthen student wellbeing and development, delivering outstanding teaching and learning so that every student is known, valued and cared for and achieves their learning goals every year.

Partnership with parents and carers

Picnic Point Public School will share our policy with our community and invite feedback and discussion through school newsletters and P&C meetings. The School Behaviour and Management Plan (SBSMP) is adjusted after consultation with parent community and published to school website. SBSMP is reviewed annually in line with Department of Education guidelines and community expectations. SBSMP is implemented consistently across the school with a focus on prevention, early intervention followed by targeted intervention and individual intervention as required.

School-wide expectations and rules



Picnic Point PS CARES rules poster

School-wide expectations and rules continued

Rule	How to apply rules in different school environments
Correct Choices	• Demonstrate expected behaviours at school and on excursions • When representing the school, display expected behaviour • Attend school regularly and arrive on time • Look after all school property • Respect your own and others property • Keep the classrooms and school grounds clean • Follow teacher directions
Always be in the right place	• Keep in bounds • Do not enter buildings without teacher permission • Follow wet weather arrangements • Keep bikes/ scooters etc in correct areas
Respect and responsibility	• Wear the school uniform with pride • Show respect to others, including visitors • Play games and sport fairly • Protect the school's natural environment • Follow teacher instructions in a polite manner • Be courteous and respectful to peers • Be honest and truthful
Engage in learning	• Engage in learning in class and in all other settings • Be involved in all class and school activities • Complete assigned work to your best ability • Be a good listener and active learner • Encourage and support others to engage in learning
Safety	• Running is permitted on the grass or basketball court • Walk safely on stairs and in all areas • Use safe practices in bag rooms and classrooms • Move appropriately in playground areas • Wear a school hat when outside

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

The department's endorsed evidence-based approaches that support behaviour and the principals of inclusive practice implemented at Picnic Point Public School are detailed in the table below.

At Picnic Point Public School we are passionate about developing a learning culture that empowers our students as learners and promotes self and social awareness through K-6 study of our Learner Qualities: Brave, Collaborative, Optimistic, Curious, Gritty, Mindful, Motivated and Reflective, the Learning Pit and the Learning Process.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Differentiated learning programs Zones of Regulation lessons CARES rules Learner Qualities, Learning Pit and Learning Process Peer Support SRC and student leadership Antibullying program Cyber Safety program Lunchtime extracurricular activities Staff Professional Learning	To promote safe, supportive and responsive learning environments for everyone the school will: • Support every student in achieving personal success in learning across all Key Learning Areas and in academic and non-academic endeavours. • Teach the NSW Curriculum to meet the Social and Emotional learning (SEL) needs of each child, including through Zones of Regulation lessons. • Promote and teach the CARES rules to ensure they are clearly understood and consistently and fairly applied across the school. • Develop a learning culture that empowers our children as learners and promotes self and social awareness through the Learner Qualities, Learning Pit and Learning Process. • Communicate with parents their role in promoting and supporting acceptable student behaviour. • Promote consistent teacher development and engage in ongoing professional learning of staff in supporting and understanding student behaviour. • Provide ongoing programs that develop self-discipline, self-evaluation, communication, conflict resolution skills and leadership. e.g. personal development, peer support, student leadership programs. • Provide a variety of extracurricular activities in break times, before, during and after school to value and promote varied interests, stimulate engagement to develop ability or talent and work collaboratively with others.	Students, staff, parents/carers and community
Early intervention	Be Involved (Social skills program) Berry Street & Rock & Water Programs Analysis of school behaviour data Learning and Support Team Meetings School Counsellor	• Teaching students about respect, safety and engagement in order to support them to develop positive and respectful relationships • Targeted programs used with identified groups of students to proactively support SEL issues or trauma • Analysis of school behaviour data in order to address emerging concerns and work on preventative strategies and communication • Discuss particular student needs in order to access or design support strategies, or programs and to communicate with parents and other staff • Counselling support provided by a trained School Counsellor to individual students, with consultation with parents/carers, as required	Students, staff, parents/carers and community

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Individual Behaviour Management Plans and/or Individual Learning Plans Integration funding support Access to external support services, for example: AP, LaST	• Provide students with appropriate support programs e.g. counselling, remediation, modification of programs. • Negotiate and implement individual plans, in partnership with parents/carers and staff, and targeted to support specific and vulnerable students to be safe, care for themselves and others and take responsibility for their behaviour and learning. • Provide increased staff support for individual students with identified needs to support staff and student safety, health and wellbeing. • Promoting strong professional understanding to address and support vulnerable students.	Students, staff, parents/carers and community
Individual intervention	Access to external support services, for example; AP LaST Playground monitoring Individualised support from School Learning Support Officer/teacher Modified learning plans	• Promoting strong professional understanding to tailor interventions to address specific student behaviour needs with ongoing consultation, monitoring and evaluation. • Provide increased staff support to identified high need areas, accessing additional supports, services and resources within and beyond the school. • Provide increased support to implement individual plans targeted to support specific students to be safe, care for themselves and others and take responsibility for their behaviour with greater communication between school and parents/cares fostering a shared responsibility for student wellbeing.	Students, staff, parents/carers and community



Picnic Point PS Learning Pit Poster showing all of the Learner Qualities

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

Promoting the inclusion, learning, wellbeing, and safety of all students at Picnic Point Public School is a high priority. Staff take action in response to behaviour that is detrimental to a child or other children or to the achievement of high-quality teaching and learning. Using our professional judgment, the principal and staff are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations in line with Department of Education policy and procedures.

All behaviour management strategies are explicitly taught in all classrooms. In the first 5 weeks of every school year, as well as across the school year, all classes participate in lessons to explicitly teach the CARES rules

Responses to serious behaviours of concern

- The process the school will take to respond to serious behaviours of concern is:
 1. Investigate and identify the behaviour(s) that occurred, who is involved and who witnessed the behaviours to determine the facts, such as the type of behaviour, location and timing of the serious behaviour of concern.
 2. Record the details of the behaviour of concern onto the SENTRAL data system.
 3. Communicate with all stakeholders affected by the serious behaviour of concern.
 4. Identify strategies and interventions to be implemented in the short term to support the victim/s and the owners of the serious behaviours of concern. This may be a suspension warning or suspension for the student who displayed serious behaviours of concern. It may involve accessing the school counsellor for the students involved.
 5. Plan strategies and support, that reduce or remove triggers for behaviours of concern, explicitly teach replacement behaviours and address contributing factors. The student will collaboratively develop goals for increasing positive behaviour in collaboration with parents/carers and staff.
 6. Monitor, review and modify the behaviour management plan providing feedback to student and parents/carers.
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- 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.

The table below communicates the strategies and responses for student behaviour. Behaviour support and management interventions are implemented in line with the Australian Professional Standards for Teachers and the Disability Standards for Education in that they must be fair, equitable, inclusive and proportionate, and take into consideration the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Prevention Responses to recognise and reinforce positive, inclusive, safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour Students respond positively to explicit teaching of expectations Strategies, interventions and programs that explicitly teach the identified skills needed and/or increase enabling conditions for positive behaviours are effectively implemented consistently across the school Students acquire new interpersonal and social skills that support engagement with learning Students accept correction and feedback Low-level behaviours are easily managed by teachers Students who have not received 2 red slips engage in an end of term reward activity	Difficulties with concentration are investigated and addressed Consultation with parents/carers Continuous low-level disruptive behaviours are addressed in the classroom with strategies and interventions to reduce/remove triggers and address contributing factors, as well as teaching replacement behaviours with targeted and reasonable adjustments in the classroom. Examples of low-level behaviours: - calling out - out of seat - low-level teasing - out of bounds - lack of personal space/boundaries - not following instructions - under-developed learning behaviours - incomplete tasks - off task behaviour - lateness - unprepared for learning	Relevant prevention and early intervention strategies are implemented through the learning and support team processes, systems and staff, leading to individual student plans being developed with all key stakeholders and access to the Team Around the School to address * Under-developed social skills: - sharing and turn-taking - friendship skills - conversational skills. * Language and communication difficulties * Self-regulation difficulties * Poor conflict resolution skills * Bullying others or being bullied * Poor attendance Behaviours of concern, defined as challenging, complex or unsafe behaviours that require more persistent or intensive interventions are addressed through Parent/carer communication, comprehensive individual assessment, collaborative planning with parents/carers, internal/external services as needed, implementation, monitoring and evaluation. Individual student support plans and risk management plans are developed with all key stakeholders and regularly reviewed. Examples of behaviours of concern: - continued/persistent disobedient and/or disruptive behaviour - verbal abuse - physical aggression - severe self-injurious behaviour - malicious damage to or theft of property - severe risk-taking behaviour - shut down response - bullying and cyber-bullying - misuse of technology - discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity. Students who have received 2 red slips in the term do not participate in the end of term reward activity.

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](#).

PPPS School Discipline Policy

Detention, reflection and restorative practices

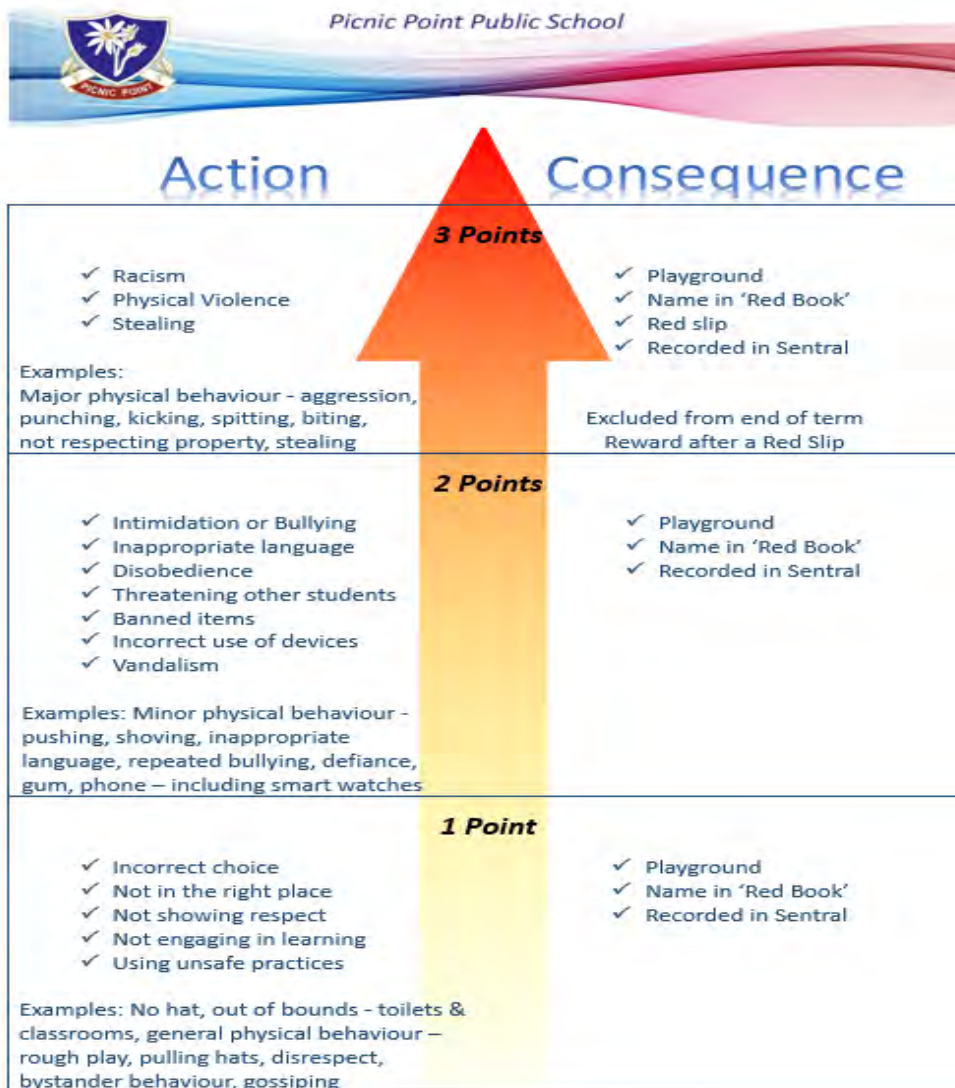
If a student shows behaviour of concern, PPPS staff need to act if the behaviour adversely affects:

- teaching and learning
- how safe a person feels.

PPPS is a safe and inclusive environment. Reflection and timeout are planned interventions to allow students opportunities to reflect on and regulate emotions and behaviour. Students access food and toilet breaks if the reflection or timeout period occurs during lunch or recess breaks. The maximum length of time is appropriate to the age/developmental level of the student and is adhered to in line with NSW Department of Education guidelines.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher directed time-out A de-escalation strategy used after other strategies were tried	To prevent behaviour escalation and for the shortest possible time determined by teacher	Teacher/Supervisor monitors and supports student	Teacher Day book & Stage team minutes
Self-directed time-out Planned informal behaviour support strategy in a supervised, pre-arranged area used by the student to self-regulate	To provide opportunities for the student to regulate emotions/behaviour and within an agreed timeframe determined by teacher, with prior student input	Student/ teacher/ SLSO	Teacher Day book & Stage team minutes
Reflection Time Planned student/s and Supervisor or Principal time to reflect on behaviour of concern and identify preventative strategies. Student behaviour is identified as 1 to 3 points according to severity. Behaviour of severe concern results in a red slip. 2 red slips results in being excluded from the Term reward activity.	To provide opportunity to reflect on behaviour choices made after the event when the student is calm. Timeframe determined by the Supervisor and usually less than a break period.	Supervisor/Principal	SENTRAL
Suspension Warning or 'formal Caution'	According to DoE policy guidelines, PPPS will send an email or letter to the student's family to help the student and their	Principal/Supervisor	SENTRAL

Strategy	When and how long?	Who coordinates?	How are these recorded?
A formal caution means the school tells a student that their behaviour is not ok.	parents or carers understand how the behaviour affects others.		
Suspension Suspension means the student is removed from school for a short time. It gives the school time to plan how to support the student's serious behaviour.	According to DoE policy guidelines. Suspension and expulsion procedures	Principal/Supervisor	SENTRAL & DoE



PPPS Actions and Consequences chart

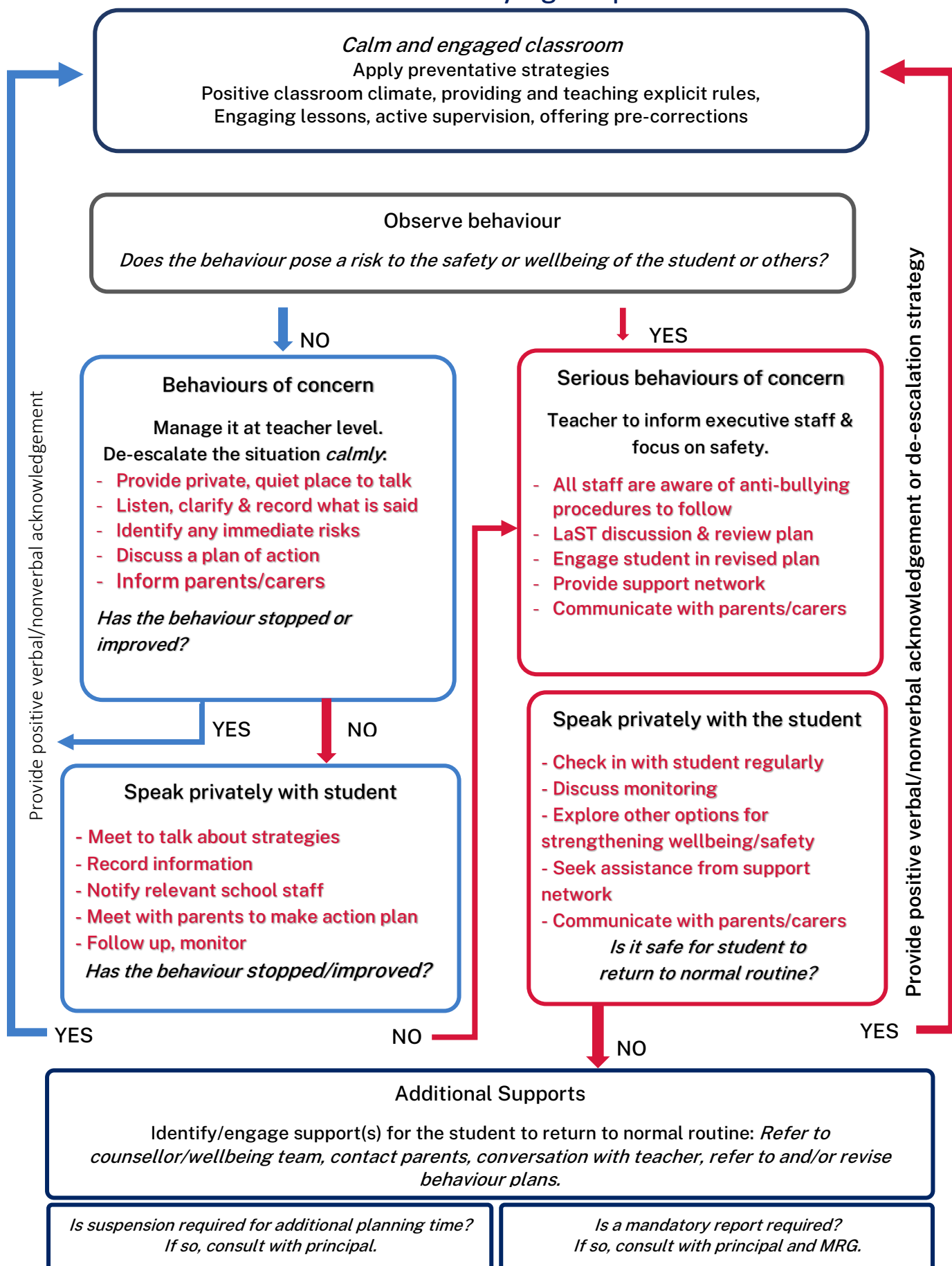
Review dates

Last review date: [21 July 2024]

Next review date: [31 January 2025]



Picnic Point Public School Bullying Response Flowchart #1





Picnic Point Public School Bullying Response Flowchart #2



Picnic Point Public School

Anti-bullying Plan 2024

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Picnic Point Public School's commitment

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. School culture and inclusion

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 a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1. Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Starting Strong behaviour program (CARES / Zones of Regulation / Learner Qualities), Cyber Safety.
Term 2	Child protection, Youth Liaison Officer
Term 3	Peer Support program reinforcing CARES / Zones of Regulation / Learner Qualities
Ongoing	At all school assemblies positive behaviour is discussed and celebrated, Zones of Regulation lessons

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Early Term 1	Student Behaviour Management Plan,
Annual	Wellbeing procedures - Revision and review
Weekly	Student welfare and wellbeing issues addressed at staff communication meeting and grade meetings
Ongoing	Analysis of student wellbeing data and follow up

1.3. New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

At Picnic Point Public School we value consistency across the school. We aim to ensure that all staff coming onsite complete an induction process which clearly outlines student behaviour expectations and the steps involved if they witness or are made aware of bullying behaviours when on school grounds

- information is provided in a handout to staff when they enter on duty at the school
- an executive staff member speaks to new and casual staff when they enter on duty at the school
- the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process
- CARES rules, Actions and Consequences, Learner Qualities and Zones of Regulation are visible in all classrooms for consistency.

2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1. Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students

2.2. Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topics
Early Term 1	Parent meetings, P&C, Meet the Teacher night - Defining behaviour code for students and school supports
Ongoing	Effective communication through phone calls, face to face, emails and parent teacher interviews
Ongoing	Effective written communication through website, social media, newsletter and Yearly Learning Overview
Term 4	Transition and orientation meetings and communication

3. Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

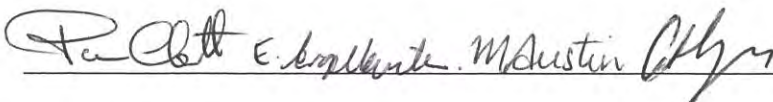
Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- Classroom reward systems and behaviour management practices
- Lunchtime groups organised around the school, eg. Be Involved, Garden Club, STEM, Chess
- Friendly playground awards, house points and weekly prizes
- Stage based rewards
- Weekly Assemblies and Presentation
- Class merit awards, Principal and Gold awards
- Celebration days

Completed by: Karen Sellick, Elizabeth Angelkovic, Michele Austin, Pammie Chatterton, Christy Hayes

Position: Principal and School Executive

Signature:  Date: 26/06/24

Principal name: Karen Sellick

Signature: Karen Sellick Digitally signed by Karen Sellick
Date: 2024.07.30 09:02:19 +10'00' Date: 26/06/24