

# Pottsville Beach Public School - School Behaviour Support and Management Plan

## Overview

At Pottsville Beach Public School every student learns, grows and belongs to achieve ambitious learning goals and have the best start in life. Our young learners will develop foundation skills in literacy and numeracy through the implementation of engaging, high quality, evidence-based rich learning experiences to develop vital skills for flourishing now and in future years. Strong and meaningful wellbeing and transition processes at key points, and embracing student voice and agency ensures students connect, succeed, thrive and learn on a journey to equity and excellence. We value student voice and harness the commitment of our teachers to provide an outstanding education for every learner. This is achieved through the curriculum, strong content knowledge and the ability to learn, adapt and be responsible citizens, in a safe, inclusive and supportive environment.

Pottsville Beach Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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 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.

At Pottsville Beach Public School our students learn about and practice expected behaviours as Safe, Respectful, Learners. Our students have the following rights and responsibilities, which align to our PBL Wellbeing Framework (please see below).

Students' Rights – You have the right to...			Students' Responsibilities – You have the responsibility to...		
Safe	Respectful	Learner	Safe	Respectful	Learner
...feel safe at school. ...feel welcome and included at school.	...be yourself: your culture, beliefs and values are important. ...tell your side of the story.	...a quality education. ...learn at school without being disturbed.	...make others feel safe at school. ...make others feel welcome and included at school.	...accept others: their culture, beliefs and values are important. ...tell the whole truth.	...work to the best of your ability. ...allow others to learn without disturbing them.
Everyone		Everywhere		Every time	

## Partnership with parents and carers

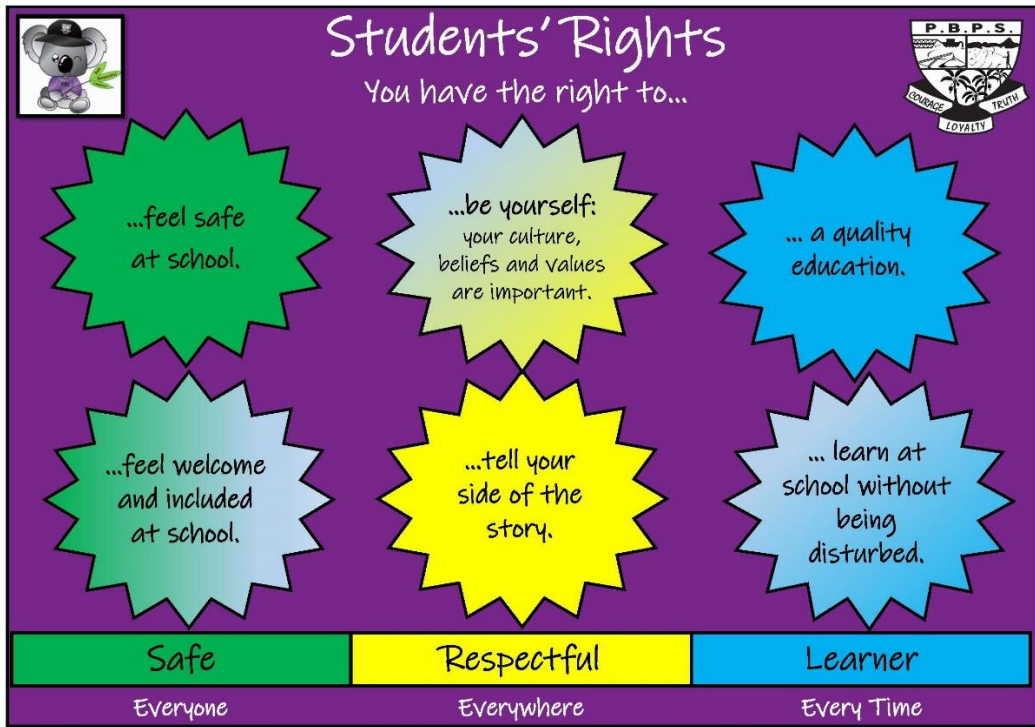
The whole school community demonstrates aspirational expectations of teaching, learning and wellbeing for all students. All staff are committed to working respectfully and collaboratively to foster a culture of positive partnerships with parents and carers. We acknowledge, celebrate and value the impact of the diversity of our wider school community. At Pottsville Beach Public school we embed diverse learner, family and staff voices in decision making to deliver broad and rich curriculum in a safe and inclusive educational environment.

Parents and carers work collaboratively in positive partnerships to develop and evaluate goals and plans to support the individual needs of our students. We are also committed to celebrating the growth and achievement of our students through assemblies, student led parent / teacher interviews, informal and formal meetings, phone calls, School Bytes and See Saw platforms, our fortnightly Newsletter and website. Parents and carers are also invited to engage with school planning and improvement through our P&C Meetings which are held on the first Tuesday of each month in our Parent Resource Room, focus groups and Tell Them From Me surveys.

## School-wide expectations and rules

At Pottsville Beach PS we deliver a whole school Positive Behaviour for Learning approach in supporting all students through a multitiered care continuum. We have high expectations for all students and focus on three core values – Safe, Respectful, Learners. Our staff model, teach, recognise and reinforce positive behaviours and prevent and respond to disruptive behaviour to ensure a safe, supportive, inclusive and engaging learning environment for all.

Our Student's Rights and Responsibilities overview aligns with the Behaviour Code for Students. Please see below for more information.



**Students' Rights**  
You have the right to...

**Safe**  
Everyone

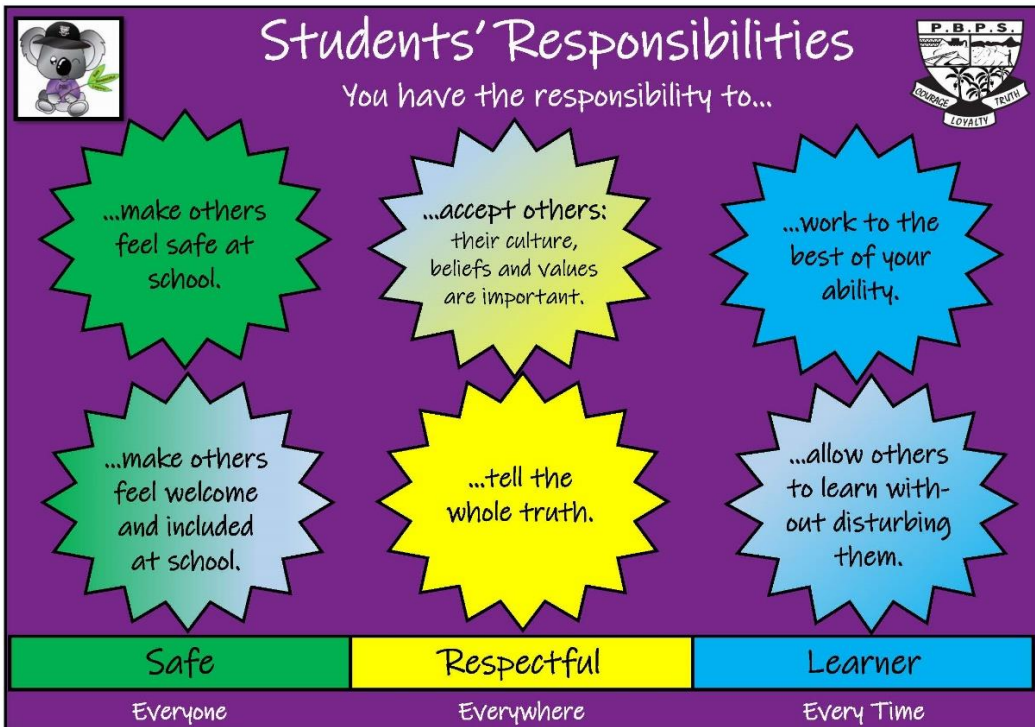
- ...feel safe at school.
- ...feel welcome and included at school.

**Respectful**  
Everywhere

- ...be yourself: your culture, beliefs and values are important.
- ...tell your side of the story.

**Learner**  
Every Time

- ... a quality education.
- ... learn at school without being disturbed.



**Students' Responsibilities**  
You have the responsibility to...

**Safe**  
Everyone

- ...make others feel safe at school.
- ...make others feel welcome and included at school.

**Respectful**  
Everywhere

- ...accept others: their culture, beliefs and values are important.
- ...tell the whole truth.

**Learner**  
Every Time

- ...work to the best of your ability.
- ...allow others to learn without disturbing them.

Pottsville Beach Public School is committed to honouring the [NSW Department of Education's Child Safe Action Plan 2023–2026](#). The department and schools are responsible for providing a safe learning environment. As child safe organisations, the department and NSW public schools are responsible for:

- raising awareness of the Child Safe Standards

- implementing the Child Safe Standards
- ensuring all staff and services engaged are suitable to work with students
- reporting child protection concerns as they arise, as mandatory reporters
- ensuring all staff are up to date with their mandatory child protection training and updates to key policies, procedures and resources
- contributing to culturally safe and inclusive learning environments that support the safety and wellbeing of all students
- continuous improvement to child safe practice to ensure the ongoing safety and wellbeing of all students.

Child Safe Standards	
<b>Standard 1</b>	Child safety is embedded in organisational leadership, governance and culture
<b>Standard 2</b>	Children participate in decisions affecting them and are taken seriously
<b>Standard 3</b>	Families and communities are involved
<b>Standard 4</b>	Equity is upheld and diverse needs are taken into account
<b>Standard 5</b>	People working with children are suitable and supported
<b>Standard 6</b>	Processes to respond to complaints of child abuse are child focused
<b>Standard 7</b>	Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training
<b>Standard 8</b>	Physical and online environments minimise the opportunity for abuse to occur
<b>Standard 9</b>	Implementation of the Child Safe Standards is continuously reviewed and improved
<b>Standard 10</b>	Policies and procedures document how the organisation is child 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
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning Framework	School-wide expectations for all students as Safe, Respectful, Learners, fortnightly lessons based on behaviour data, Fast and frequent tokens in the playground and classroom support class and whole school rewards.	All students K-6
	Class Expectations	Each year, students collaboratively develop their own Class Expectations in line with the Pottsville Beach PS PBL Safe, Respectful, Learner framework. All students	All students K-6
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Identified students
	Playground Timetable	Student voice is captured through surveys to identify new playground options for lunch and recess activities.	All students K-6
	Kindergarten Buddy Program	Preschool / Kindergarten students are supported by a Year 5 / 6 student as they become familiar with school and its routines. Our senior students welcome and engage with our new friends in play-based learning	Preschool / Kindergarten and Years 5 / 6 students

Care Continuum	Strategy or Program	Details	Audience
		experiences to enhance positive connections through the transition to school process.	
	Child Protection Program	Delivery of the mandatory Child Protection Program K-6.	All students K-6
	Bravehearts Ditto's Keep Safe Adventure Program	Delivered biannually, Bravehearts Ditto's Keep Safe Adventure Program offers trusted and effective personal safety education for children in early years and lower primary.	Kindergarten to Year 2 students
	Bounceback program	Student-led social and emotional learning activities for students in K-6, aligned to PBL focus skills. Supported by teachers and delivered in a three-week cycle by our Year 6 students.	Year 6 students lead mixed Kindergarten to Year 5 groups
	Smiling Mind	A program supporting resilience in students, which builds social and emotional learning skills.	
	<a href="#"><u>National Day of Action (NDA)</u></a>	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	All students K-6 and staff
<b>Early intervention</b>	Communication with Parent/Carers	Face to face, phone calls, emails or Seesaw Parent messages, including learning, wellbeing and attendance.	All students K-6 and Parents/Carers
	Positive Behaviour Plans for Classroom and / or Playground	Positive Behaviour Plans support students in reinforcing expected behaviours across our learning environment. Timetables support clear expectations and identify where students play in supportive environments.	All students K-6 and Executive staff
	Executive Meetings	Referral to our Executive meetings for discussion and processing to ensure relevant staff are aware of pertinent details to support students or groups of students as required. This includes transitions at key points throughout each year, as well as into Kindergarten and to High School.  Support may include referral to LAST, School Counsellor, or other DoE school services personnel, including Home School Liaison Officer / Program, Assistant Principal - Hearing, Assistant Principal-Vision, Early	Executive staff

Care Continuum	Strategy or Program	Details	Audience
		Intervention Teacher, Team Around the School, Behaviour Specialist, Social Futures.	
	Friendship Fence lines	This universal and targeted intervention support program assists students in developing healthy friendship and personal boundaries, conflict resolution strategies and identifying positive attributes in social interactions.	Universal all students K-6 & Targeted small identified groups
	Art for Wellbeing	Our Wellbeing Room is opening during timetabled sessions throughout the week. Art activities provide a positive engagement opportunity supported by teachers across the school.	All students K-6, Staff
<b>Targeted intervention</b>	Learning and Support Program	The extended Learning and Support Team made up of teachers and SLSO's, support teachers, students, and families of students requiring personalised learning and support. LaST staff develop and maintain Individual Education Plans and Personalised Learning Pathways in collaboration with teachers and parents/carers to establish any risk assessments, and short/long term goals. Team approach supported by our Assistant Principal Curriculum & Instruction.	LaST, identified students, families and staff
	Attendance Program	Teachers, Stage Assistant Principals and executive monitor attendance across stages. This data is discussed at Executive meetings and followed up with families. If required referred to Learning and Wellbeing Officer for support, or HSLO to support principal, or assist with additional follow up. Inclusive of attendance plans, if required. Teachers will also make contact with parents after 2 days of student absence. Text messages are sent daily for non-attendance.	Identified students
	Positive Behaviour for Learning – Reflections, including Reflection Room	Students exhibiting poor behaviour choices may be referred to our PBL Reflection room to engage in reflective and restorative justice practices to encourage them to consider their choices and how their actions impacted on others, including how they can make better choices in the future. Teachers may also complete a Positive Behaviour for Learning Reflection with students. Executive staff oversee PBL Reflections, which are sent home for parents / carers to review with their child,	Identified students

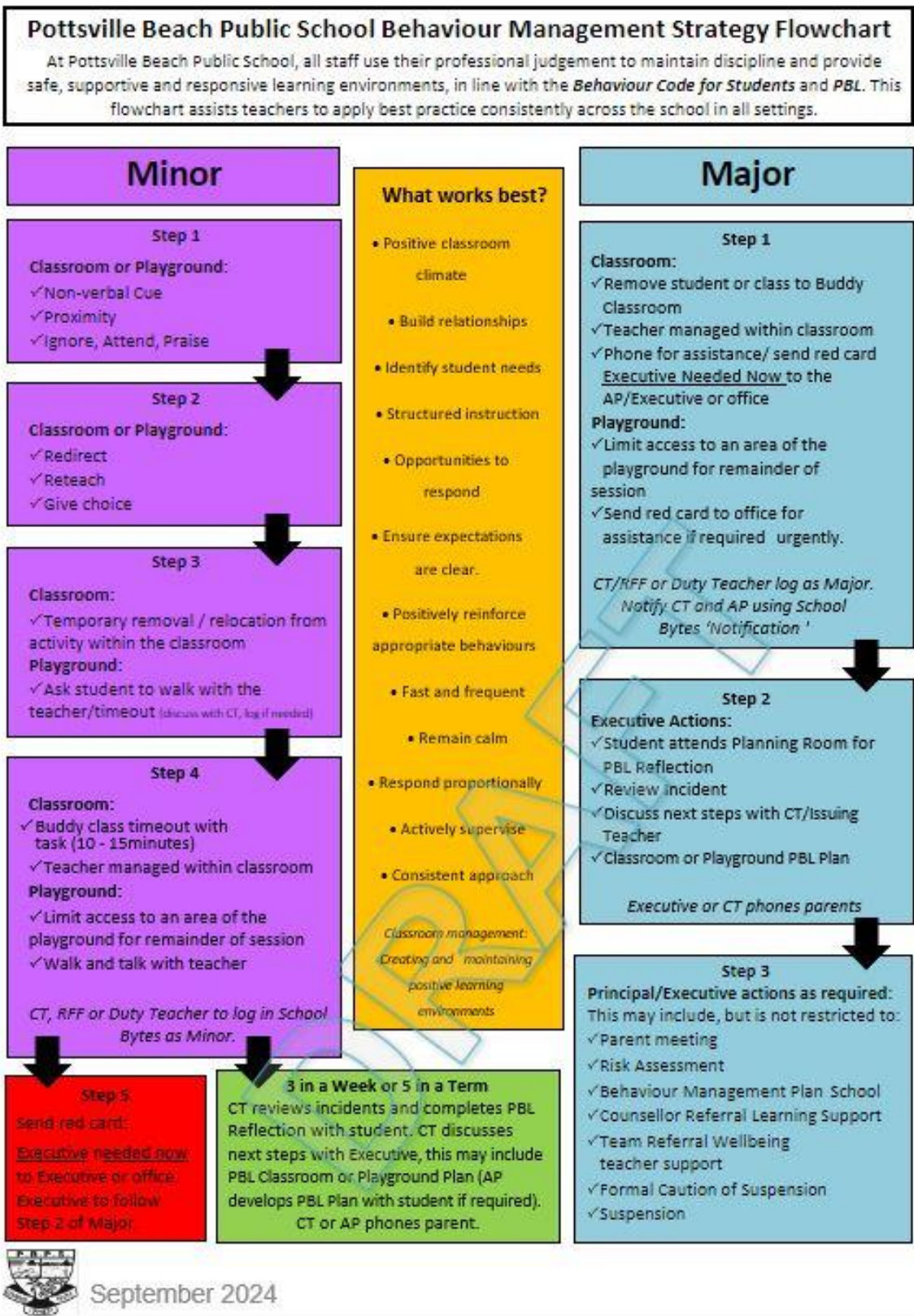
Care Continuum	Strategy or Program	Details	Audience
		sign and return to school. This process enhances our positive partnerships in supporting appropriate behaviour.	
	Seasons for Growth	This program builds resilience by supporting children to develop knowledge, skills and attitudes to understand and manage experiences of change, loss and grief.	Identified students
	Stormbirds	This small-group evidence-informed education intervention builds resilience by supporting children following natural disasters.	Identified students
<b>Individual intervention</b>	School Counsellor / Psychologist Support	Specific individual counsellor support for students as required. Students to be referred through in school system for support.  Parents/Carers are also engaged in this positive partnership to best support the individual needs of students.	Individual students and parents/carers
	Art for Wellbeing	Individual support using Art as a strategy for wellbeing as well as a therapeutic support.	Individual Students
	Individualised Plans and <a href="#">Individual behaviour support planning</a>	Individualised plans support students in areas of specific need and may include classroom or playground behaviour contracts or monitoring, or playground timetables. This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, Assistant Principal and LaST
	Behaviour Program	Strategies for students with highly complex and challenging behaviours require individual assessment, implementation, monitoring and review. Our Learning and Support Team and teaching and SLSO team are able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students, in collaboration with parents/carers and other department staff. The delivery support team will work with the Learning and Support team, as required. The details of each student’s plan will vary dependent upon their individual needs. Students with disabilities who require significant support may access help from itinerant support teachers to develop personalised learning and support.	Individual students

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

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.

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. See Pottsville Beach Public School Behaviour Management Strategy Flowchart.

Anti-bullying resources for parents and carers are available via the Parents and Carers webpage on the NSW Department of Education or via this link <https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying/parents-and-carers>



- **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 School Bytes Student Wellbeing.

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes Wellbeing system. 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
- 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, 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.

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.

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.

## 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](#).

## Reflection, planning and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Class-based PBL system – reminder of appropriate / expected behaviour	At time of behaviour	Teacher	School Bytes
Student referred to PBL Reflection Room – serious behaviour, 3 behaviours of concern in a week or 5 in a term. Positive Behaviour Plan K-2 or 3-6 completed by student, supported by Executive staff, sent home with student for Parent / carer review and return to school.	Lunch or recess (up to half of break time)	Executive staff	Positive Behaviour Plan K-2 or 3-6 completed, signed by parent and uploaded to School Bytes
<b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	Lunch or recess (up to half of break time)	Executive staff	Recorded in School Bytes
PBL Classroom or Playground Contract	5 or 10 days	Executive staff	Recorded in School Bytes
Formal Caution / Letter of Suspension	Following behaviour of concern	Principal	Parents notified Recorded in School Bytes
Suspension	As per NSW Department of Education Suspension and Expulsion procedures	Principal	Parents notified Recorded in School Bytes

### Review dates

Last review date: 4 February 2025

Next review date: July 2025



## Appendix 1: Bullying Response Flowchart

