SEAHAM
Public School

# LIVE – LEARN – CARE

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# SEAHAM PUBLIC SCHOOL



# Behaviour Support and Management Plan

(Updated T1 2025)

# Behaviour Support and Management Plan

**Seaham Public School Vision Statement**

Seaham Public School continues to be an inclusive and supportive environment with a strong sense of community that engages all stakeholders in a culture of high expectations. Students at Seaham Public School see it as a friendly school and a great place to learn. They enjoy learning through teamwork and using their creativity and imagination. We want our school to be one where every child is known and their personal wellbeing monitored and cared for.

**Behaviour Code for Students (NSW Public Schools)**

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members.

- Follow school and class rules and follow the directions of their teachers.

- Strive for the highest standards in learning.

- Respect all members of the school community and show courtesy to all students, teachers and community members.

- Resolve conflict respectfully, calmly and fairly.

- Comply with the school's uniform policy or dress code.

- Attend school every day (unless legally excused).

- Respect all property.

- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.

- Not bully, harass, intimidate or discriminate against anyone in our schools.

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

**The Care Continuum**

Students may require different types of intervention delivered in different ways along a continuum of care - from prevention to intensive individual support to best meet their needs.

At Seaham Public School, the continuum of care includes interventions for:

All students - creating a safe and respectful learning environment.

Some students - providing early intervention and targeted support for students at risk of developing negative behaviours.

A few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.



# Prevention

Whole-school prevention approaches aim to establish and maintain safe, respectful learning environments for all students. These learning environments include classrooms, playgrounds, online and any other school endorsed events should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.

At Seaham, teachers are supported in the implementation of whole school strategies to establish and maintain safe, respectful learning environments for all students. Teachers attend professional learning where required and are supported by executive staff in implementing strategies to foster positive classroom and whole school environments. These strategies include:

### Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework supports schools in improving social, emotional, behavioural and academic outcomes for children and young people. When PBL is implemented with consistency, teachers and students have more time to focus on relationships and classroom instruction.

PBL involves our school using an evidenced-based problem-solving framework. This framework supports the development of a planned whole-school approach to wellbeing and a school culture strongly focused on learning. At Seaham, the PBL framework is applied across all settings within the school.

Seaham Public School's core values are locally determined and are contextually relevant, measurable and achievable. These values embrace social, emotional, behavioural and academic outcomes for all students and are embraced by all staff.

Practices are student-focused. Once the desired outcomes are established, our school identifies the evidence-based practices, strategies and interventions that support students. These practices are relevant, effective, and efficient and are based on the school's needs. They are also research-based, and embrace a positive, proactive, and instructional philosophy.

Data includes information that is used to identify the current status, the need for change and to evaluate the impact and effect of interventions or practices within our school. Data on student behaviour, academic performance, attendance and other key indicators is considered by the PBL team. By reviewing data frequently, our school can make decisions to select, modify or discontinue practices based on need.

PBL systems are staff focused. It is the formalisation of procedures that support all staff to enable the accurate and sustainable implementation of practices to support students. It can include strategic decisions around the use of resources including personnel, funding, policies and training.

## Student PBL Passports

Each student receives a passport/ contract which rewards and reinforces behaviour from the school's core values.

The purpose of the PBL Expectations is to acknowledge, reward and reinforce behaviour which supports the school's core values that all students are Respectful, Responsible Learners at Seaham Public School.

Each grade will receive a different coloured badge each year. To achieve the Edi Badge, students will need to successfully complete all expectations for five out of seven rounds. Students who succeed in achieving all expectations in all seven rounds will be recognised with a medallion on presentation night.

Each student reviews and monitors their own behaviour with their teacher. If the classroom teacher agrees that the student has demonstrated all expectations, the teacher will then check in with a second teacher who works with the student (e.g. Librarian). When all parties have checked off all expectations for each round the student will be invited to enjoy a special reward.

Students have the opportunity to check and discuss their achievements every five weeks. Badges will be awarded at a ceremony during the school term with community in attendance.

**Student Leadership**

The process for electing the Seaham Public School leadership team involves students from year five submitting a leadership nomination form for leadership positions. Submitting the nomination form indicates their willingness to be part of the year six leadership team.

Below are some key points regarding the process:

- Students in year five are provided with the nomination form. All nominees who have not achieved their PBL badge must have their nomination form endorsed by their parents/carers. Those that are nominating for School Captain and/or Vice Captain must have their PBL badge for that year. Year five students who have not received their PBL badge can apply for all other positions through this process.

- Nominees need to specify the leadership position/s they wish to run for. Those that have achieved their PBL badge for that year do not need to complete the written application of the nomination form.

- Nominees running for School Captain and Vice Captain will deliver a detailed speech in front of staff and students from years one to six to state why they would like to be a school leader. Nominees will be voted upon by students in years one to five and all Seaham staff for the role of Captain and Vice Captain.

- At the beginning of the following year the remaining nominees who ran for school leader and those who have nominated themselves for a Parliamentary position will be voted upon to form our school parliament and ministerial roles. Also at the beginning of the following year, those that have indicated the desire to become a sport House Captain or Vice Captain will be voted upon by their sporting House.

**Wellbeing Room**

Another strategy to support a safe environment for all students is the wellbeing room. The wellbeing room is available during the second half of the lunch break for students requiring a quiet space to regulate or for those students who prefer quiet activities inside. The Wellbeing room has a range of games and activities and is supervised by a staff member. The staff member is available for all students who require a 'check in' or a need to discuss a concern or an issue.

# Early Intervention

NSW schools 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, instructional strategies, logical consequences, and consultation.

In addition to whole-school prevention strategies, school staff can encourage positive behavioural expectations by incorporating early practices and strategies to support effective teaching and learning practices in school. For example, to maximise the benefits for students with disability, schools must make reasonable adjustments as soon as possible.

The PBL behaviour consistency guide (see next page) supports teachers in making decisions on steps to support student behaviour of concern in the playground and classroom.

In addition the NSW Department of Education 'Student Behaviour Policy' and 'Suspension and Expulsion Procedures' is applied in response to all behaviours of concern. These behaviours can occur at school, on the way to and from school and on school endorsed activities that are off-site.

Incidents can also occur outside school hours and off school premises and will be investigated if there is a clear and close connection between the school and a student's conduct.

These procedures also apply to a student's inappropriate use of social media that targets another student or staff member.

# Behaviour Consistency Guide

**SEAHAM Public School**

| | Respectful | Responsible | Learners |
|---|---|---|---|
| **'Edi' Student Behaviours** | • Positive Talk<br>• Treat others how I would like to be treated.<br>• Respect people's personal space.<br>• Respect the learning of others.<br>• Be a good sport.<br>• Stop, Look and listen.<br>• Wear Correct School Uniform. | • Be prepared.<br>• Hands and feet to yourself.<br>• Right place, right time.<br>• Walk on hard surfaces.<br>• Move sensibly.<br>• Look after classroom Items.<br>• Use equipment properly.<br>• Clean up after myself. | • On task.<br>• Be persistent.<br>• Listen to instructions.<br>• Participate in lessons.<br>• Take my time to complete quality work.<br>• Co-operate with others.<br>• Challenge myself as a learner. |
| **Minor**<br><br>**Reflection Room Or Time Out (Teacher Judgement)** | • Not showing 'Edi' behaviours.<br>• Speaking disrespectfully to others.<br>• Yelling at others.<br>• Arguing.<br>• Back chatting.<br>• Isolated name calling.<br>• Non-directed/isolated swearing.<br>• Showing poor sportsmanship. | • Not showing 'Edi' behaviours.<br>• Playing out of bounds.<br>• Leaving classroom to have time-out (in supervised area) but then re-entering.<br>• Walking away from a teacher when being spoken to. | • Not showing 'Edi' behaviours.<br>• Ignoring teacher's instruction.<br>• Off task behaviours.<br>• Wasting time instead of following instructions.<br>• Choosing not to follow instructions. |
| **Major**<br><br>**Reflection Room**<br><br>**(Executives)** | • Continued 'minor' behaviours.<br>• Repeated swearing.<br>• Repeated back-chatting.<br>• Continuing arguing with another person.<br>• Inappropriate/rude gestures.<br>• Intention to provoke.<br>• Bystander bullying. | • Not showing 'minor' behaviours.<br>• Physical/verbal aggression to others (minor).<br>• Deliberately hiding/playing out of bounds.<br>• Leaving learning area and remaining out of supervision.<br>• Injury to another person as a result of being unsafe.<br>• Deliberately breaking school property (minor). | • Not showing 'minor' behaviours.<br>• Repeated ignoring or refusal of teacher instruction.<br>• Repeated disruption and distracting of others.<br>• Refusing to complete tasks.<br>• Defiance towards teachers. |
| **Major (Severe)**<br><br>**Reflection Room & Review of appropriate consequences**<br><br>**(Executives & Principal)** | • Continued 'major' behaviours.<br>• Swearing at a teacher.<br>• Repeated bullying.<br>• Verbal aggression (major).<br>• Continued inappropriate gestures or behaviours.<br>• Physical contact/violence to others.<br>• Intentional aggressive damage/breaking of property.<br>• Cyber bullying.<br>• Any illegal activity (offensive behaviour, weapons, drugs, theft or vandalism). | • Continued 'major' behaviours.<br>• Intentional verbal or physical threat or attach.<br>• Intentionally throwing items at a person to do harm.<br>• Continuously running away from/leaving supervision.<br>• Invasion of privacy in the toilet.<br>• Intentional intimidation.<br>• Absconding or Truancy. | • Continued 'major' behaviours.<br>• Continual refusal to complete tasks after speaking with AP/principal.<br>• Continual disruption of others after speaking with AP/principal.<br>• Repeated refusal to follow specific instruction.<br>• Continual defiance towards teachers. |

**In response to behaviours of concern teachers will:**

- Initiate communication with parents/carers if behaviour is emerging or ongoing.

- Access Department of Education resources including 'Understanding behaviour', 'Classroom Management Fundamentals' and 'Understanding Behaviour Support' .

- Complete training on the 'Functional Behaviour Assessment' and discuss with executive if implementation is appropriate.

## Reporting and Recording Behaviours of concern

Seaham teachers comply with reporting and responding processes outlined in the :

'Incident Notification and Response Procedure, 'Student Behaviour Policy' and the 'Suspension and Expulsion Procedures'.

Behaviour concerns are recorded in Sentral so executive can respond in a timely manner. In most cases students attend reflection room no later than the following school day.

## Reflection Room Process

Students attend Reflection Room following observed behaviour of concern which include major behaviours or a continuation of minor behaviours not changing despite classroom or playground teacher guidance and support.

During this formal reflection (first half of lunch), an executive member and student complete the 'Reflection Room Discussion' including restorative questions to guide discussion . Once completed satisfactorily, the student can return to the playground. The student is expected to attend on the second day to report on their restorative strategy.

*Executive then:*

- Scan and email reflection room discussion to Principal and classroom teacher.

- Complete 'Behaviour Notification List for communication' and forward to office admin.

- Office admin to send reflection room attendance message to parents and/or carers.

Classroom teacher receives reflection room discussion notes with a focus on the restorative actions outlined in the discussion.

## Restorative Practice

A restorative approach is utilised in our reflection room and focuses on building, maintaining and restoring positive relationships particularly when incidents occur that involve conflict and wrong doing.

**Restorative questions to guide discussion**

What happened?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

If the same thing happens again, how could you behave differently?

What support do you need?

## Behaviour of Concern Parent/Carer Communication

Student behaviour that harms other students or staff or student behaviour that poses an unacceptable risk to other students or staff may result in a formal behaviour notification letter, a formal suspension warning letter or a suspension depending on the impact of the behaviour.

## Time out Process

Time out are planned interventions to allow students opportunities to reflect on and regulate emotions and behaviour supported by a staff member. Time out is utilised to manage minor incidents not requiring formal reflection. Students requiring time out attend the reflection room during break 2. Time out is documented in Sentral but may not result in formal communication or consequences.

# Targeted Intervention

At Seaham, our teachers and support staff facilitate positive behavioural supports (for example, making targeted and reasonable adjustments in the classroom) to support effective teaching and learning practices. Targeted interventions are designed for students, or groups of students, identified as requiring more intensive support.

Targeted intervention may include:

- Continuing actions outlined during the early intervention phase.

- Sourcing executive support to implement the 'Functional Behaviour Assessment' if not already actioned.

- Teachers attending learning support meetings if appropriate and follow up on agreed strategies to support the student in the classroom and/or playground if required.

Playground strategies may be implemented in response to reflection room data and/or learning support meeting discussion. These strategies may include additional support in the playground, a structured timetable or specific game restrictions.


# Individual Intervention

Strategies for students with highly complex and challenging behaviours require individual assessment, implementation, monitoring and review. At Seaham we build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments, develop an individual student behaviour support plan and risk management plans for individual students, in collaboration with parents and other department staff.

Individual intervention may include:

- Continuation of actions implemented during early intervention and targeted intervention phases.

- Additional release for teachers to allow planning and implementation of strategies to occur including a behaviour support plan and risk assessment.

- Professional learning for the Student Learning Support Officer (SLSO) to enable appropriate support in the classroom.

- Seaham Learning Support Team (LST) utilise the Individual Student Care Continuum checklist when responding to individual student needs.


## Seaham Learning Support Team (LST)

The Seaham LST is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning and wellbeing support needs of all students. It can involve individual or small group instruction/intervention delivered by school executive, trained support teachers and Learning Support Teachers, DET personnel and outside agencies as required.

The team supports the following students;

- Students with a diagnosed disability integrated into regular classrooms.

- Students with identified learning needs.

- Students with identified behaviour concerns.

- Students with attendance concerns.

The following flow chart outlines the process for supporting students with additional needs.

# Flowchart for Learning Support

**Child Identified with Learning Needs**

*If previously identified collect and update:*

*If not previously identified:*

- IEP

- Reports/Diagnoses

- Learning Support Plan

Contact parent to check
- Hearing & Vision tests completed
- Diagnosis
- Relevant reports to share

Collect relevant data
- Initialit
- Phonics/Phonological Screener
- Check In
- NAPLAN
Complete Teacher Referral Form

Complete Referral Form for LST
Craig to convene/ APCI to triage
- Executive Meeting
- LST Meeting
- Counsellor
Request Parent to complete Referral Form for Counsellor as required.

**Child Identified with Welfare Concerns**

**The process for identifying students at significant risk of harm:**

All teaching and non teaching staff document and report information relating to risk of harm to students promptly to the Principal.

The Principal then collates information and utilises the Mandatory Reporter Guide for further action which may include:

- Contacting parents/ carers.

- Accessing LST to manage monitoring of situation.

- Contacting Child Wellbeing Unit. (02 9269 9400)

- Reporting to the Child Protection Hotline (Via e- report or 132 111)

**Anti Bullying Plan**

At Seaham Public School, we value and show tolerance of others in a safe and supportive environment. We foster positive relationships through our strong Student Welfare programs. Our school Anti-Bullying policy aims to deal effectively with and prevent incidences of bullying within our school.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies including Social Media.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved, including bystanders.



Refer to the information contained in the policy under 'Managing Bullying Behaviour' for clear guidelines on how school staff respond to bullying. Some of the key actions are:

- Receive the suggestion, complaint or allegation regarding bullying.

- Talk to witnesses to clarify the complaint.

- Enter the incident on the school database (Sentral) showing clearly that bullying behaviours have been identified.

- Parents contacted if the documented behaviour matches the definition of bullying.

- Students who demonstrate bullying behaviour will need to take responsibility for their behaviour .

- School Counsellor, Learning Support Team and Principal involved in individual programs if required.

- Serious bullying incidents are recorded and consequences are in line with the School's discipline procedures.

# Anti-racism education

## Eliminating racism

Racism is not tolerated in NSW public schools or department workplaces. A range of anti-racism education resources are available to support school communities and workplaces.

Racism causes harm.
Together we can create change.

## Anti Racism

Seaham Public School rejects all forms of racism and is committed to the elimination of racial discrimination. Our Anti Racism Contact Officer (ARCO) is Mrs Bowman and her role includes

- Promote anti-racism education across the school.

- Receive the suggestion, complaint or allegation regarding racism.

- Talk to witnesses to clarify the complaint.

- Enter the incident on the school database (Sentral) showing clearly that racism has occurred.

- Support all members of the school community who experience or witness racism.

- Use restorative practice approaches to help students understand their behaviour and impact on others.

## Review dates

Last Review date Day 1 Term 1 2025

Next Review date Day 1 Term 1 2026