Singleton Public School

Behaviour Support and Management Plan

Plan created 2024 and updated in 2025 and 2026 in conjunction with the Department of Education's Inclusive Education Policy for students with Disability (2022) and the Student Behaviour Policy (2023). This plan complies with the Work, Health and Safety Act (2011), Education Act NSW (1990) and the Disability Standards for Education (2005).

Contents	
1	Overview
2	Partnerships with parents/carers
3	School wide expectations and rules
4	Whole-school approach across the care continuum Tiered Support Framework Overview • Tier 1 – Preventative interventions and universals • Tier 2 – Early or targeted interventions • Tier 3 – Individual interventions
5	Promoting and reinforcing positive student behaviour and school-wide expectations
6	Planned responses to inappropriate behaviour and behaviours of concern, including bullying and cyber bullying
7	School's response to serious behaviours of concern
8	Reflection and restorative practices
9	Reviewing the school behaviour support and management plan
10	Document links

Overview

The staff at Singleton Public School are dedicated to teaching and exemplifying positive behaviour, ensuring that all students remain actively engaged in their learning. Our aim is to motivate every child to actively contribute to the school community and beyond. We emphasise the pursuit of excellence, opportunity, and success for every student, every day. We are committed to fostering a safe and respectful learning environment within a nurturing community.

Our daily practices are guided by principles of positive behaviour support, trauma-informed approaches, inclusive education, and social-emotional learning. We establish and uphold high expectations for student behaviour through effective role modelling, direct instruction, and planned responses, which are vital for creating engaging classrooms and enhancing student performance. We recognise that positive behaviour support is essential to a student's educational experience, and fostering positive behaviour requires a proactive, preventative, and student-centred strategy.

To fulfil our mission, we prioritise key programs that are valued by our school community, including:

- Positive Behaviour for Learning
- Visible Wellbeing
- The Resilience Project
- Brospeak
- Sistaspeak

These initiatives focus on social and emotional learning, promoting good mental health, positive relationships, and bullying prevention.

Singleton Public School is committed to a safe, inclusive, and respectful learning environment, firmly opposing all forms of bullying, including cyberbullying. Our staff is dedicated to implementing evidence-based approaches and strategies that foster a positive climate where bullying is less likely to occur.

All members of our school community actively participate in cultivating a welcoming culture that values diversity and encourages positive relationships. A crucial aspect of a supportive school culture is the establishment of respectful relationships and a shared understanding that bullying is unacceptable in both online and offline settings. Our staff is proactive in addressing and responding to instances of bullying behaviour among students.

Partnerships with parents/carers

Singleton Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as NSW Public Schools survey, school surveys, consulting with the P & C and local Aboriginal Education Consultative Group (AECG).
- using concerns raised through complaints procedures to review school systems, data and practices.

Singleton Public School communicates these expectations to parents/carers through established channels, including but not limited to scheduled parent/carer information sessions and assemblies, SPS Facebook page, School Bytes Portal, and targeted communication relating to specific student behaviours. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Singleton Public School also utilises our local AECG and P&C meetings to partner with parents/caregivers in the development and implementation of student behaviour management strategies.

The **School Community Charter** is used to inform parents and carers on how to engage with Singleton Public School.

Singleton Public School has multiple ways by which parents can work with staff to benefit their child. Our Aboriginal Education Team and Learning and Support Team are also in place to **support, guide and advocate for families**.

New South Wales Aboriginal Education Consultative Group Inc.

Tell Them From Me

HELP US TO ACHIEVE POSITIVE AND PRACTICAL CHANGE AT SCHOOL

School-wide expectations and rules

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

Singleton Public School Settings Matrix

Mission Statement: At Singleton Public School we are dedicated to promoting a safe, respectful and quality environment where students achieve their personal best and are responsible for their actions.

	All Settings	Assembly	Moving/ Transitioning	Pedestrian Crossing	Kiss and Drop -morning	Kiss and Drop -afternoon
Respect	**At SPS we**: • follow instructions • use good manners • allow others to learn and play • care for equipment and the environment	-show the 5L's	-keep left	-wait patiently	-exit the car quickly -use good manners	-listen for your name - enter the car quickly -use good manners
Responsibility	**At SPS we:** • are ready to learn • act safely • are organised • own our choices	-enter and exit quietly -sit in the correct space	-move safely	-cross when it is safe	-exit the car safely -walk on the path -ask for help	-enter the car safely -walk on the path -ask for help
Quality	**At SPS we:** • are positive school citizens • participate in all activities • display school pride • always aim for excellence	-display school pride -celebrate others	-walk quietly	-walk across the road safely -look both ways	-have your things ready before pulling up -use hand sanitiser before entering the gate	-have your things ready to go -use hand sanitiser before exiting the gate

Everyone, Everywhere, Every time

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model behaviours that we value in students. The Behaviour Code for Students can be found here. This document translated into multiple languages is available here: Behaviour Code for Students.

Whole school approaches across the Care Continuum

To promote positive behaviour and wellbeing and respond to behaviours of concern, including bullying and cyber-bullying, our school embeds relevant behaviour and wellbeing practices, programs and strategies. These include universal preventative and proactive measures that model, explicitly teach, recognise, and reinforce positive, safe, and inclusive behaviour across the school. These strategies are built on a foundation of evidence-based effective classroom practices that promote student engagement with learning and respectful relationships, including:

- Clearly stating and teaching what behaviour is expected in the classroom, playground and different school settings
- Setting up routines and procedures that students understand
- Encouraging expected behaviour by giving positive feedback
- Addressing inappropriate behaviour
- Actively supervising students to ensure they are safe
- Providing opportunities for students to engage actively in their learning
- Planning lessons that engaging and offer choices for students
- Differentiating teaching and learning to meet the different needs of all students.

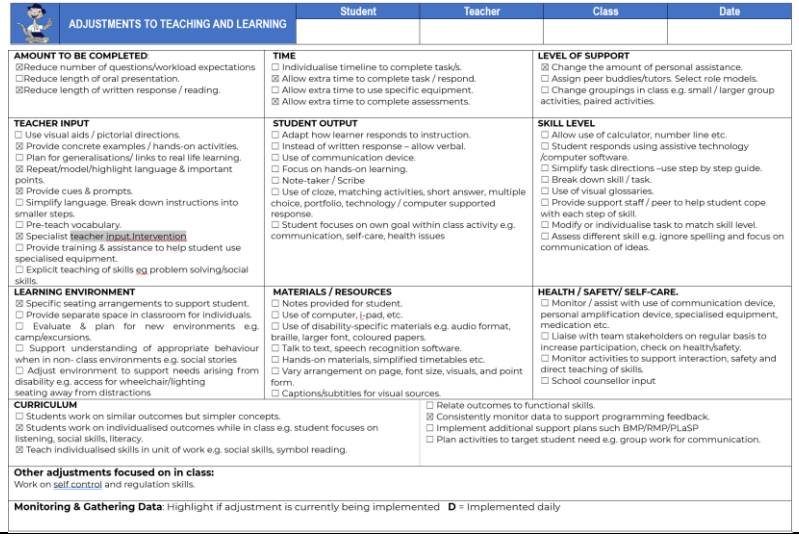
These practices help support a positive school culture where everyone can thrive. Singleton Public School is committed to explicitly teaching and modelling positive behaviour and supporting all student to engage in their learning. Students may require varying supports and intervention delivered in different ways along the care continuum, to best meet their needs.

Care Continuum programs at Singleton Public School			
Care Continuum	**Program or Strategy**	**Details**	**Audience**
Prevention	Positive Behaviour for Learning	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 assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. At Singleton Public School, our mascot, Bluey, is a visual reminder of our PBL values and expectations.	All
Prevention	National Day of Action	Singleton Public School participates in the annual National Day of Action against Bullying and Violence each August.	Staff, students
Prevention	Child Protection	Teaching child protection units of work is a mandatory part of the NSW syllabus.	Students K-6
Prevention	The Resilience Project	The Resilience Project is a wellbeing program that delivers emotionally engaging programs and provides evidence-based, practical strategies to build resilience through the use of gratitude, empathy and mindfulness along with emotional literacy, connection and physical health.	All
Prevention / Early Intervention / Targeted / Individual	eSafety Toolkit for Schools	The toolkit has four main parts: Prepare, Engage, Educate, and Respond. These resources help us work with the school community to create and keep safe online spaces to prevent cyberbullying. The toolkit also provides steps for reporting and dealing with incidents of cyberbullying.	All
Early and Individual Intervention	Best of Friends	Best of Friends (BoF) is a social and emotional learning program that empowers children aged 7 to 11 with the knowledge, skills and confidence to understand and manage emotion and social situations.	Individual students
Targeted / Individual Intervention	Learning and Support Team	The Learning and Support Team (LST) works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / Individual Intervention	Attendance Team	Schools, parents and carers work together to address the needs of students to improve school attendance. Attendance co-ordinator and class teachers monitors attendance for students and initiates strategies with students, families and teachers to address barriers to improved attendance and set growth goals, including phone calls, letters and meetings.	Individual students, class teachers and attendance team
Individual Intervention	Individual Behaviour Support Plans	Developing, implementing, monitoring and reviewing: behaviour support strategies and responses, Individual Learning and Support Plans and Student Tailored Risk Management Plans.	Individual students, parent/carer, LST, class teacher

Tiered Support Framework Overview		
Early Interventions	**Targeted Interventions**	**Individual Interventions**
• Small Steps to Kindergarten (transition Pre-K) • Communication with parents/carers • Daily check ins (or check-ins each session) • Restorative practices • Drama and roll-play • Self-regulation – brain breaks, calm down spaces, weighted blankets, reset boxes with sensory tools • PBL weekly lessons • Student adjustment sheet • School counselling services • Support aimed at connection to Country and community for Aboriginal and Torres Strait Islander students with Aboriginal Education Team and Junior AECG • Referral to the LST • Development of individual student plans e.g. de-escalation plan	• Restorative practices • Communication with parents/carers • Differentiated individual expectations and goals • Individualised plans • Transition strategies (changes in setting, lesson, year and school) • PBL • Referral to the LST • School Counselling Services • External Providers • Wellbeing Hub access	• Best of Friends or Berry Street Education Model to explicitly teach social competence, interpersonal skills and social emotional skill development • Classroom and playground incentives • Check-in system • Play support rosters • Attendance programs • Referral to the LST • School Counselling Services • External Providers • Wellbeing Hub access

Tier 1 – Preventative Interventions and Universals			
Care Continuum	**Intervention**	**Details**	**Audience**
Early Intervention	Universal expectations and language	• The Singleton Public School **PBL matrix** of consistent language and expectations in all settings (playground, classroom and transitions). • The school language and expectations are developed in alignment with the DoE Behaviour Code for Students – **Respect, Responsibility and Quality** • **PBL expectations** are displayed around the school as visual reminders for students.	Whole School
	Explicit teaching of expected behaviours	• School behaviour expectations are reinforced through weekly PBL lessons • School-wide consistent language scripts and signage to support reinforcing expected behaviours across all settings and lessons • Staff model school values and reinforce expected behaviour through PBL lessons, rewards and consistent language and routines • Staff reinforce the anti-bullying policy, utilising educational programs designed to empower students with a supportive learning environment • Anti Racism Contact Officers (ARCO) promote anti-racism education, monitor incidents of racism and support complaint handling.	Whole School
	Positive reinforcement and programs	• Staff actively communicate with parents/carers using methods such as phone calls, meetings and interviews • Students are acknowledged for excellence in behaviour and learning during weekly whole-school assemblies, with awards such as raffles to picnic with the principal, Merit Certificates, Bluey awards and Bluey badges • Positive Behaviour strategies and programs are promoted to encourage and acknowledge student excellence and commitment to our core values (respect, responsibility and quality) individually, groups, year level and whole school.	Whole School

Tier 1 – Preventative Interventions and Universals

Care Continuum	Intervention	Details	Audience
Early Intervention	Classroom management strategies and routines	All staff have high expectations of student behaviour across all school settings. Teachers: • Actively communicate with parents and carers using a variety of methods including phone calls and meetings. All communication is recorded on School Bytes • Are trained in positive behaviour support practices that are aligned with PBL, Trauma Informed Practices, Safety Intervention training and restorative practices. These provide a variety of strategies and interventions that encourage positive student behaviours and address age-appropriate misbehaviour • Monitor behaviour • Provide break out spaces and calm down/reset spaces • Implement differentiated learning adjustments • Initiate buddy class and AP support • Communicate concerns to AP and principal • Refer to the Learning and Support Team. 	All staff

ADJUSTMENTS TO TEACHING AND LEARNING

Student	Teacher	Class	Date

AMOUNT TO BE COMPLETED
☒Reduce number of questions/workload expectations
☐Reduce length of oral presentation.
☒Reduce length of written response / reading.

TIME
☐ Individualise timeline to complete task/s.
☒ Allow extra time to complete task / respond.
☐ Allow extra time to use specific equipment.
☒ Allow extra time to complete assessments.

LEVEL OF SUPPORT
☒ Change the amount of personal assistance.
☐ Assign peer buddies/tutors. Select role models.
☐ Change groupings in class e.g. small / larger group activities, paired activities.

TEACHER INPUT
☐ Use visual aids / pictorial directions.
☒ Provide concrete examples / hands-on activities.
☐ Plan for generalisations/ links to real life learning.
☒ Repeat/model/highlight language & important points.
☒ Provide cues & prompts.
☐ Simplify language. Break down instructions into smaller steps.
☐ Pre-teach vocabulary.
☒ Specialist teacher input.Intervention
☐ Provide training & assistance to help student use specialised equipment.
☐ Explicit teaching of skills eg problem solving/social skills.

STUDENT OUTPUT
☐ Adapt how learner responds to instruction.
☐ Instead of written response – allow verbal.
☐ Use of communication device.
☐ Focus on hands-on learning.
☐ Note-taker / Scribe
☐ Use of cloze, matching activities, short answer, multiple choice, portfolio, technology / computer supported response.
☐ Student focuses on own goal within class activity e.g. communication, self-care, health issues

SKILL LEVEL
☐ Allow use of calculator, number line etc.
☐ Student responds using assistive technology /computer software.
☐ Simplify task directions –use step by step guide.
☐ Break down skill / task.
☐ Use of visual glossaries.
☐ Provide support staff / peer to help student cope with each step of skill.
☐ Modify or individualise task to match skill level.
☐ Assess different skill e.g. ignore spelling and focus on communication of ideas.

LEARNING ENVIRONMENT
☒ Specific seating arrangements to support student.
☐ Provide separate space in classroom for individuals.
☐ Evaluate & plan for new environments e.g. camp/excursions.
☐ Support understanding of appropriate behaviour when in non- class environments e.g. social stories
☐ Adjust environment to support needs arising from disability e.g. access for wheelchair/lighting seating away from distractions

MATERIALS / RESOURCES
☐ Notes provided for student.
☐ Use of computer, i-pad, etc.
☐ Use of disability-specific materials e.g. audio format, braille, larger font, coloured papers.
☐ Talk to text, speech recognition software.
☐ Hands-on materials, simplified timetables etc.
☐ Vary arrangement on page, font size, visuals, and point form.
☐ Captions/subtitles for visual sources.

HEALTH / SAFETY/ SELF-CARE.
☐ Monitor / assist with use of communication device, personal amplification device, specialised equipment, medication etc.
☐ Liaise with team stakeholders on regular basis to increase participation, check on health/safety.
☐ Monitor activities to support interaction, safety and direct teaching of skills.
☐ School counsellor input

CURRICULUM
☐ Students work on similar outcomes but simpler concepts.
☒ Students work on individualised outcomes while in class e.g. student focuses on listening, social skills, literacy.
☒ Teach individualised skills in unit of work e.g. social skills, symbol reading.
☐ Relate outcomes to functional skills.
☒ Consistently monitor data to support programming feedback.
☐ Implement additional support plans such BMP/RMP/PLaSP
☐ Plan activities to target student need e.g. group work for communication.

Other adjustments focused on in class:
Work on self control and regulation skills.

Monitoring & Gathering Data: Highlight if adjustment is currently being implemented **D** = Implemented daily

Tier 2 – Early or targeted interventions			
Care Continuum	**Intervention**	**Details**	**Audience**
Early Intervention	Transition	Interventions commence during the student transition phase by establishing robust and effective partnerships with pre-schools and childcare centres that connect to Singleton Public School and our local high school. Our transition programs cater to all students, providing universal support, early intervention group assistance, and targeted individual support. The components of our transition program include, but are not limited to: • P-K Transition (Small Steps – from Term 3 and meeting with the principal) • Year 6 Kindergarten Buddy Program • High School Transition	Pre-school students Kindergarten Staff Year 6 staff High School Staff
	Behaviour Learning and Support	Some students need early and targeted interventions to aid their behaviour and educational development. The school employs a care continuum approach, ensuring that proactive interventions are implemented responsively by teaching and learning staff. Our Tiered Wellbeing framework categorises these interventions at the Tier 2 level. The Learning and Support Team (LST) consists of essential stakeholders, including the Principal, Learning and Support Teacher, School Counsellor, APCI, Assistant Principal Learning and Support (APLaS), Assistant Principals and Intervention Teacher. After a referral to the Learning and Support Team, interventions are tailored to meet the specific needs of students, which may include: • Behaviour management plans and restorative programs • Disability provisions • Intervention Teacher Support • Student Learning and Support Officer (SLSO) • Student planning (PLAN creation on School Bytes), Individual Education Plan (IEP), Individual Behaviour Support Plan, Student Tailored Risk Management Plan, Behaviour Response Plan and De-escalation Plan • Referral to Wellbeing programs • Referral to APLaS • Referral to Team Around The School / Behaviour Specialist Team • Liaison with SistaSpeak, BroSpeak, Aboriginal Education Teacher	Learning and Support Team

Tier 2 – Early or targeted interventions			
Care Continuum	**Intervention**	**Details**	**Audience**
Targeted intervention	School / External Wellbeing Programs	The school facilitates a range of programs to build the capacity of students to manage and self-regulate their behaviour and wellbeing. Examples of these programs include: • The Resilience Project • Culture Room (cultural activities break times with Aboriginal Education Teacher and staff), BroSpeak, SistaSpeak	Students, APs and Principal
	External Agency and Contact Support	The Learning and Support Team actively connects students and families with services and agencies that, alongside education professionals, create a comprehensive support system for the student. The school wellbeing staff regularly collaborates with medical professionals, health agencies, government services, and community organisations to foster this vital partnership.	LST
	Executive Team Interventions	Executive staff at SPS play a crucial role in supporting student behaviour and educational progress by ensuring that proactive interventions are applied responsively. Assistant Principals: • Assist teachers in implementing preventative behaviour strategies and support and maintain regular communication with parents and carers • Support teachers and promote referrals to the LST • Provide professional development and behaviour support interventions to ensure a holistic educational experience aligned with DoE wellbeing and the Schools Excellence Framework • Implement monitoring plans for classrooms and playgrounds • Facilitate and support teachers in conducting behaviour support plan meetings and interviews • Refer cases to the Anti-Racism Contact Officer (ARCO) • Assess minor and major incidents, log follow-up actions on School Bytes, and communicate with classroom teachers • Conduct restorative practices, no-blame conferencing, and refer students to structured play and reflection rooms • Identify the need for an Individual Behaviour Support Plan and Student-Tailored Risk Management Plan • Communicate with the Principal when behaviours escalate (persistent occurrences of the same behaviour within a reasonable timeframe)	

Tier 3 – Individual interventions			
Care Continuum	**Intervention**	**Details**	**Audience**
Individual Intervention	**Executive Learning and Support**	The Executive Team consisting of Assistant Principals and Principal are responsible for supporting student education and behaviour progress. The Executive Team: • Help teachers assess behaviour concerns in line with the DoE Premier's Priorities, Student Behaviour Policy, and School Excellence Frameworks • Implement behaviour monitoring practices • Facilitate restorative conversations, which may include structured play, interviews, mediations, and student agreements • Reach out to parents and carers for support regarding a student's behaviour, which could involve: A courtesy call to inform them about concerning behaviour exhibited by their child (information only). An additional call to discuss behaviour management, offering parents the option to come to the school to assist with their child's behaviour. Note: Parents will not be asked to pick up their child due to behaviour issues unless it is related to a suspension. Parents can choose to take their child home at their discretion, which will be recorded as an explained partial absence • Collaborate with the LST • Communicate with relevant services to ensure child safety is prioritised (including MRG-E Reports, Child Wellbeing Unit, Police and other relevant authorities) • Make referrals as needed • Initiate letters from the AP, formal cautions, and suspensions in accordance with DoE policies • Communicate with external agencies as appropriate • Maintain communication with the Learning and Wellbeing Officer at the District Office and the Director of Educational Leadership.	**Executive Team**

Tier 3 – Individual interventions			
Care Continuum	**Intervention**	**Details**	**Audience**
Individual Intervention	**Attendance Support**	In NSW public schools, student attendance is mandatory for all children under the age of 17. The school employs various strategies, programs, and procedures to promote and support strong student attendance. Parents and caregivers are responsible for ensuring their child attends school each day unless there is a valid explanation, and they must notify the school of any absence within seven school days. Some of the interventions that may be implemented include: • Incentive initiatives • Support from School Learning Support Officers (SLSO) and Attendance Team • Daily attendance SMS notifications • A call from Class Teacher after two days of absence • Involvement of the Principal (phone calls and meetings) • Sending letters home for unexplained whole-day or partial absences, as needed each week • Monitoring cards and short-term incentives • Attendance Concern letters sent home • Attendance meetings involving the class teacher, assistant principal and the parent or carer • Engagement of external services • Welfare checks or MRG reports • Caseload management by the Home School Liaison Officer (HSLO) Occasionally, a student may be unable to attend school due to medical, mental health, or cultural reasons and may require personalised interventions, which could include: • Contact with parents or caregivers from the attendance team, including meetings and interviews • Part-Day Exemption (up to 5 weeks) and Exemption from school attendance (up to 100 days)	**Parents/carers** **Class Teachers** **Executive Team** **LST**

Promoting and reinforcing positive student behaviour and school-wide expectations

Singleton Public School staff work to model, explicitly teach, recognise, and reinforce positive behaviour and behavioural expectations among students. The Positive Behaviour for Learning (PBL) framework is a research-based strategy that involves the whole school community in creating a positive, safe, and supportive learning environment. This framework helps schools teach students self-regulation, reduce impulsive behaviour, improve focus, build peer relationships, and enhance social, emotional, behavioural, and academic outcomes for children and young people.

We recognise that not all students are motivated in the same way. Some students might be more encouraged by attention from adults, while some students often respond better to recognition from their peers, engaging activities, privileges, or personal freedom. When students are learning new skills, they need immediate and frequent positive feedback and reinforcement. As they become more skilled, they will respond well to occasional and long-term rewards to help them maintain their positive social behaviour.

Positive feedback offers several benefits, including:

- **Increased Motivation**: Positive feedback encourages students to continue their efforts by reinforcing their achievements and promoting a sense of accomplishment.
- **Enhanced Self-Esteem**: Receiving positive feedback helps students build confidence in their abilities, which can lead to a more positive self-image.
- **Improved Engagement**: When students receive recognition for their efforts, they are more likely to stay engaged and participate actively in their learning.
- **Reinforcement of Desired Behaviours**: Positive feedback helps to reinforce specific behaviours, making it more likely that students will repeat those behaviours in the future.
- **Encouragement of a Growth Mindset**: Positive feedback can promote a growth mindset by highlighting effort and improvement, encouraging students to see challenges as opportunities to learn.
- **Stronger Relationships**: Providing positive feedback fosters a supportive environment and strengthens the relationship between teachers and students, as well as among peers.
- **Better Academic Performance**: Students who receive positive feedback are often more focused and invested in their work, leading to improved academic outcomes.
- **Reduction of Anxiety**: Positive reinforcement can help reduce anxiety and fear of failure, making students more willing to take risks in their learning.
- **Promotion of a Positive Classroom Environment**: A culture of positive feedback contributes to a positive and collaborative classroom atmosphere, which benefits all students.
- **Encouragement of Peer Support**: When positive feedback is part of the classroom culture, it encourages students to support and acknowledge each other, fostering teamwork and cooperation.

Prevention Responses to recognise and reinforce inclusive and positive behaviours	**Early Intervention** Responses to minor inappropriate behaviour are teacher managed	**Targeted/Individualised** Responses to behaviours of concern are executive managed
1. Behaviour expectations are regularly taught and discussed by teachers. Educators demonstrate the expected behaviours and provide chances for students to practice them. Students are acknowledged and rewarded for following the school's expectations and rules.	1. Refer to school-wide PBL expectations and/or emotional regulation visuals and/or supports (see below) so that the student can self-regulate.	1. Contact Principal to seek immediate support if there is a risk. Otherwise notify student's Stage Assistant Principal.
2. Specific and timely positive feedback is paired with a tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. CT/Executive to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices.
3. Tangible reinforcers include those that are: • free and frequent • significant and infrequent • moderate and intermittent Intermittent and infrequent reinforcers are recorded on School Bytes Wellbeing-Behaviour system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes Wellbeing - behaviour system and contacts parent/carer by phone. Principal/AP may consider further action e.g., AP letter, formal caution or suspension.
4. PBL and The Resilience Project lessons are taught weekly.	4. Teacher records on School Bytes Wellbeing-Behaviour system during the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the LST considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing an Individual Behaviour Support Plan and Student-Tailored Risk Management Plan.
Teacher and parent/carer communication	**Teacher and parent/carer communication**	**Teacher and parent/carer communication**
Teacher contact through phone calls home or face to face conversations are used to communicate student effort to meet expectations. Recognition awards e.g. Bluey tickets/merit awards/Bluey PBL reward days/Bluey Badges given to students for positive individual and class behaviour.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

High Expectations for Student Behaviour

Singleton Public School staff establish High Expectations for students through several strategies:

- Clear Behaviour Expectations: Establishing clear and specific behaviour expectations helps students understand what is acceptable. These expectations are communicated regularly.
- Modelling Appropriate Behaviour: Teachers and staff consistently model the behaviours they expect from students, demonstrating respect, responsibility, and quality.
- Positive Reinforcement: Recognising and rewarding positive behaviour encourages students to continue exhibiting those behaviours. This can include praise, rewards, or special privileges.
- Consistent Consequences: Implementing fair and consistent consequences for inappropriate behaviour reinforces the importance of following the established expectations.
- Teaching Social Skills: Providing explicit instruction on social skills and conflict resolution helps students learn how to interact positively with their peers and manage their emotions.
- Creating a Supportive Environment: Fostering a positive and inclusive school culture where students feel safe and respected encourages them to adhere to behaviour expectations.
- Regular Check-Ins: Conducting regular check-ins with students to discuss behaviour expectations and provide feedback helps keep these expectations at the forefront.
- Engaging Parents and Caregivers: Involving parents in discussions about behaviour expectations and encouraging them to reinforce these at home creates a consistent approach.
- Professional Development for Staff: Providing training for teachers and staff on behaviour management strategies ensures they have the tools to maintain high expectations effectively.
- Promoting a Growth Mindset: Encouraging students to view mistakes as learning opportunities fosters resilience and helps them understand that improving behaviour is a continuous process.

Singleton PS students maintain High Expectations of student behaviour by:

- Understanding behaviour expectations in all school settings.
- Participating in learning to build social, emotional, cultural, relationship and behaviour management and self-regulation skills.
- Learning in a safe, respectful and supportive classroom environment, encouraging others.
- Being protected from bullying and discrimination.
- Knowing where they can go to for help.
- Feeling empowered to use their voice and feel heard.
- Being confident that their teacher is clear about how they can improve and receiving feedback to help set goals and learn and grow.

Singleton PS parents/carers establish High Expectations of student behaviour by:

Effective partnership with the school to best support the student, encouraging student voice and goals, participating in a safe and respectful school community.

Proactive and Supportive Interventions

Singleton Public School engages with a range of proactive and responsive strategies and approached to support positive behaviour. Our proactive interventions and school-wide expectations are designed to foster safe, engaging, and respectful behaviours among students. These interventions align with a tiered approach to behaviour support:

- **The Care Continuum** serves as a framework for interventions, with a strong focus on prevention.
- **Universal Positive Behaviour Strategies (PBL)** promote positive conduct across all settings.
- **Student Incentives** developed by the PBL Team, Student Leaders, Junior AECG, and Aboriginal Education Team encourage and reinforce positive behaviours.
- **Early interventions** provide additional support for some students.
- **Targeted interventions** address specific behavioural needs.
- **Intensive and individualised interventions** support students requiring more comprehensive assistance.

Our **Whole School Matrix** sets clear expectations across all school environments to promote safety, engagement, and respect. This approach is grounded in the evidence-based **Positive Behaviour for Learning (PBL)** framework, incorporating visual reminders and a shared school-wide language.

Behavioural expectations—**Respect, Responsibility, and Quality**—are explicitly taught in weekly wellbeing lessons and reinforced by staff in accordance with the Student Behaviour Code. These expectations are adapted to various school settings, such as classrooms, playgrounds, and shared spaces, forming a key component of the **Tier 1 Behaviour Support and Management Plan** aligned with the DoE Continuum of Care.

At Singleton Public School, we implement a research-based approach to behaviour management through **PBL**, ensuring a consistent and equitable system that promotes positive behaviours in all aspects of school life. **PBL provides a values-based framework** that defines, teaches, and supports appropriate student behaviours. Our core values—**Respect, Responsibility, and Quality**—are reinforced through clearly defined **expectations** rather than rules, ensuring they are consistently applied in every school environment.

Through explicit teaching, students develop a clear understanding of the expected behaviours in different settings. Adhering to these expectations is **regularly rewarded** through our school merit system and classroom/playground incentives. For students who struggle to meet expectations, reflection and support strategies are provided to help them develop positive behaviour patterns. Using our school values as a foundation, students are encouraged to reflect, adjust their actions, and build the skills necessary to lead fulfilling lives as engaged and responsible citizens.

As part of our commitment to student wellbeing, Singleton Public School also implements **The Resilience Project**—a program that fosters mental health and emotional resilience. Through engaging lessons and practical strategies, students develop key skills in **gratitude, empathy, and mindfulness (GEM)**, helping them build positive relationships, manage emotions, and navigate challenges effectively. By integrating **The Resilience Project** with our **PBL framework**, we create a supportive environment that nurtures both academic and emotional growth, empowering students to develop resilience and a positive mindset.

Singleton Public School Location Matrix

Mission Statement: At Singleton Public School we are dedicated to promoting a safe, respectful and quality environment where students achieve their personal best and are responsible for their actions.

	All Settings	Passive Play	Active Play	Library	Computer Room	Garden Club
Respect	**At SPS we:** • follow instructions • use good manners • allow others to learn and play • care for equipment and the environment	-share the space -care for the environment	-share the space -play fairly	-leave the space clean and organised	-respect equipment -leave the space clean and organised	-walk safely
Responsibility	**At SPS we:** • are ready to learn • act safely • are organised • own our choices	-calm and controlled -care for and pack up equipment -wear our school hat	-make good choices -play safely -care for and pack up equipment -wear our school hat	-use inside voice -walk	-follow procedures -make good choices	-use equipment safely -store equipment and tools correctly -wear our school hat
Quality	**At SPS we :** • are positive school citizens • participate in all activities • display school pride • always aim for excellence	-be a problem solver -encourage and include others	-be a problem solver -encourage and include others	-co-operate with others -be a problem solver	-help others	-take pride in our garden

Everyone, Everywhere, Every time

Singleton Public School Location Matrix

Mission Statement: At Singleton Public School we are dedicated to promoting a safe, respectful and quality environment where students achieve their personal best and are responsible for their actions.

	All Settings	Toilets	Canteen	Breakfast Club	Office/Parsonage
Respect	**At SPS we:** • follow instructions • use good manners • allow others to learn and play • care for equipment and the environment	-allow privacy -close doors -move away	-use good manners	-use good manners -allow adults to walk through	-enter quietly -use good manners -wait your turn
Responsibility	**At SPS we:** • are ready to learn • act safely • are organised • own our choices	-flush -wash hands -walk safely	-wait quietly in line	-wait quietly in line -sit down to eat	-wait quietly -follow instructions
Quality	**At SPS we :** • are positive school citizens • participate in all activities • display school pride • always aim for excellence	-use the toilet or urinal appropriately -report problems	-be ready to order	-be ready to order -leave area tidy	-speak clearly -know your message

Everyone, Everywhere, Every time

Singleton Public School Location Matrix

Mission Statement: At Singleton Public School we are dedicated to promoting a safe, respectful and quality environment where students achieve their personal best and are responsible for their actions.

	All Settings	Sick Bay	Fixed Equipment	Classroom	Bus Lines
Respect	**At SPS we:** • follow instructions • use good manners • allow others to learn and play • care for equipment and the environment	-be hygienic -use good manners	-share the space	-follow class expectations -listen to others -be ready to learn	-follow the direction of the teacher -place litter in your bag
Responsibility	**At SPS we:** • are ready to learn • act safely • are organised • own our choices	-leave others to rest -return ice packs	-play safely -calm and controlled -wear our school hat	-ask questions for help -be prepared and organised -keep classroom tidy	-be on time -sit and wait in correct bus line
Quality	**At SPS we :** • are positive school citizens • participate in all activities • display school pride • always aim for excellence	-rest -be brave	-encourage and include others -be a problem solver	-value the opinions and contributions of others -always strive to do your best -take pride in your work	-assist other students in your bus line -be organised and prepared for bus travel -be nice to others

Everyone, Everywhere, Every time

Positive Reward System

At Singleton Public School, the recognition of student achievement is an integral part of our Student Behaviour Support. We strive to ensure that all students have the opportunity to achieve and be acknowledged for their efforts socially, emotionally and academically.
Our core values of Respect, Responsibility and Quality underpin what each student should aspire to uphold in each stage during their time at Singleton Public School.

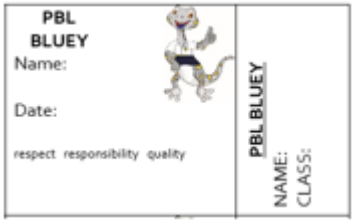
Outcomes for Students

Students will:

- Feel that their efforts are appreciated
- Be respected and supported in all aspects of their schooling
- Develop positive wellbeing
- Feel valued and supported
- Make responsible choices
- Accept consequences of their behaviour

Bluey PBL Tickets

These can be handed out to students demonstrating positive behaviours by ALL staff including SLSOs, admin, canteen and visiting staff for showing Respect, Responsibility and Quality. Students write their name and class on the ticket and place it in their class box. These are then placed in a whole school box. There is a draw every 5 weeks for students to participate in a morning tea with the Principal.



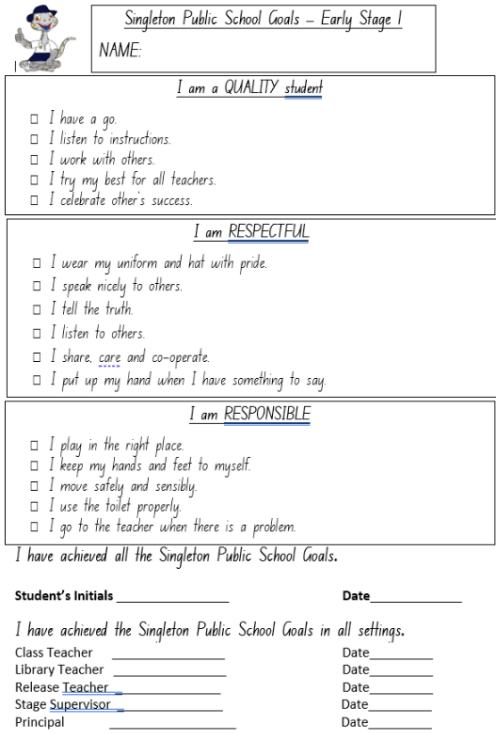
Once the whole school box is full, the entire school receives a PBL reward celebration. This can include activities like class trips to the park, free dress and class party. Each class also has goals and rewards.

Level 1	Level 2	Level 3	Level 4
Extra play (15 mins) Apollo Play Free Play in class (15 minutes) Sport/games Bingo	Extra play (30 mins) Free Play in class (30 minutes) Sport/Games Just Dance 30 minutes play with STEM (when available)	No Homework for a week Sport/Games Free Seat choice for the day Combination of activities (20 minutes extra play/ 20 minutes free play) Special art activity Crazy sock day for class Crazy hair day for class	Movie Games Afternoon Free Afternoon of play Footy Fields for afternoon Class mufti day In class talent quest Pyjama day for class

Positive Reward System

Bluey Badge

At the beginning of each year, teachers go through the Bluey Badge contracts in alignment with the school values. Each stage has different expectations of the core value goals that are required to be demonstrated to achieve their Bluey Badge. In order to promote a fair and consistent standard, all students in a stage use the same set of goals.



Singleton Public School Goals – Early Stage 1

NAME:

I am a QUALITY student

- ☐ I have a go.
- ☐ I listen to instructions.
- ☐ I work with others.
- ☐ I try my best for all teachers.
- ☐ I celebrate other's success.

I am RESPECTFUL

- ☐ I wear my uniform and hat with pride.
- ☐ I speak nicely to others.
- ☐ I tell the truth.
- ☐ I listen to others.
- ☐ I share, care and co-operate.
- ☐ I put up my hand when I have something to say.

I am RESPONSIBLE

- ☐ I play in the right place.
- ☐ I keep my hands and feet to myself.
- ☐ I move safely and sensibly.
- ☐ I use the toilet properly.
- ☐ I go to the teacher when there is a problem.

I have achieved all the Singleton Public School Goals.

Student's Initials _____ Date_____

I have achieved the Singleton Public School Goals in all settings.

Class Teacher _____ Date_____
Library Teacher _____ Date_____
Release Teacher _____ Date_____
Stage Supervisor _____ Date_____
Principal _____ Date_____

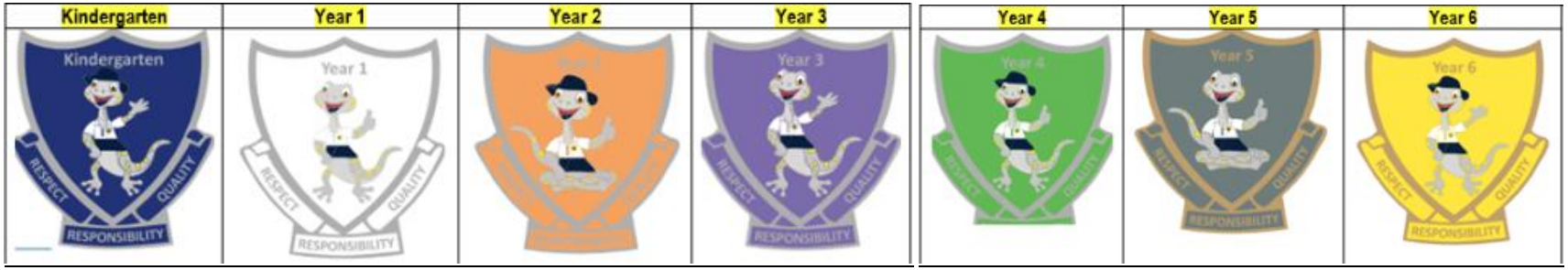
Students are responsible for:

- Consistently demonstrating that have met the goals relevant for their stage
- Working with their teachers to achieve their goals, being reflective on their behaviour and actions
- Taking responsibility for behaviour choices and looking for ways to improve and always try their best

Teachers are responsible for:

- Monitoring and encouraging student progress towards achieving their behaviour goals
- Assisting the students to understand the process to obtain all relevant signatures
- Checking that contracts are completed before they are submitted to the principal

Once a student has completed their contract and is eligible to receive a Bluey Badge, parents and carers are notified and invited to the Bluey Badge assembly. This is held twice per term. Students strive to achieve a badge each year of their schooling.



Assembly Awards

At each assembly (excluding the Bluey Badge Assembly), teachers hand out two merit awards for classes in K-2 and three awards for classes in 3-6. Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy awards are also handed out at weekly assemblies.

Student Voice

At Singleton Public School, we recognise that **student voice** plays a crucial role in fostering a positive school culture, promoting leadership, and ensuring all students feel heard and valued. By providing opportunities for students to contribute to decision-making and initiatives, we empower them to take ownership of their learning and school environment.

A key avenue for student voice is the **Student Leadership Team**, which consists of elected student leaders chosen by their peers. These students serve as role models and advocates, representing the interests of their classmates and supporting school initiatives. Students who wish to be considered for the **Student Leadership Team** have the opportunity to nominate themselves for the prestigious **Bluey Badge**—a recognition awarded to those who consistently demonstrate our core values of **Respect, Responsibility, and Quality**. This process encourages students to lead by example, take on responsibilities, and actively contribute to a respectful and inclusive school community.

In addition to the Student Leadership Team, student voice is strengthened through the **Junior Aboriginal Education Consultative Group (Junior AECG)**. This student-led body plays a vital role in promoting cultural awareness and ensuring that Aboriginal and Torres Strait Islander perspectives are embedded within the school. The Junior AECG includes 4 student leaders who make up the executive team. These leaders include a President, Vice President, Secretary and Assistant Secretary. These students were elected by their Aboriginal and Torres Strait Islander peers to support and drive initiatives such as:

- **BroSpeak** – A program designed to empower young Aboriginal boys, fostering a strong sense of identity, resilience, and leadership.
- **SistaSpeak** – A program dedicated to uplifting young Aboriginal girls, promoting confidence, cultural pride, and personal development.
- **The Culture Room** – A dedicated space where students can engage with Aboriginal culture, history, and traditions, creating a strong connection to their heritage and community.

At SPS, we also have our Year 6 students as Big Buddies to support our Kindergarten students with their transition to school.

By actively involving students in leadership opportunities, cultural programs, and school initiatives, we cultivate a school environment where every student feels **valued, respected, and empowered** to make a meaningful impact. Through **student voice**, Singleton Public School fosters a culture of inclusivity, leadership, and lifelong learning

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

Planned responses to behaviour that does not meet school managed by teachers and/or executive staff (Assistant Principal or Principal). Staff use their professional judgement in deciding whether a behaviour is managed at teacher or executive level. 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.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed – behaviours of concern are managed by school executive.

Corrective responses are used by all staff. These include:

Classroom

rule reminder
re-direction
offer choice
error correction
prompts
reteach
seat change
stay in at break to discuss/ complete work
conference
reflection and restorative practices
communication with parent/carer.

Non-classroom setting

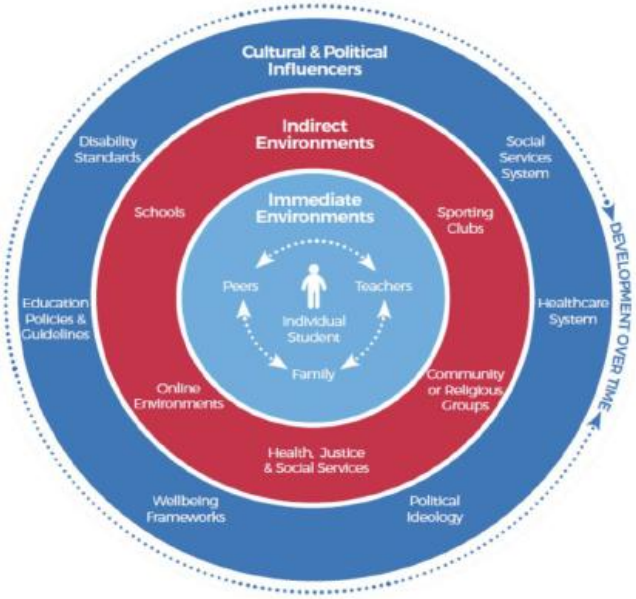
rule reminder
re-direction
offer choice
error correction
prompts
reteach
play or playground re-direction
walk with teacher
structured play
reflection and restorative practices
communication with parent/carer

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

Our Behaviour Support and Management Plan is closely aligned with the Department of Education's Behaviour Code for Students, the School Community Charter, and the Anti-Bullying Plan.

Key components of procedural fairness include an individual's right to be heard and to receive a fair and unbiased decision, which encompasses the right to:

- Understand the reasons for the actions being taken.
- Know how issues and decisions will be resolved.
- Be informed of the allegations involved and any other pertinent information considered by the decision maker.
- Respond to any allegations made against them.
- Appeal decisions related to suspension or expulsion, along with being informed of their right to do so.
- Expect impartiality and the absence of bias throughout the investigation and decision-making processes.



Effective behaviour support planning is facilitated through Learning and Support Team Meetings.

A student's immediate and indirect environments, as well as cultural and social influences, guide our team in the following ways:

- Identify: Recognise the issue and its underlying causes.
- Assess: Collect evidence and understand the function of the behaviour.
- Plan: Create strategies to encourage the desired behaviour.
- Implement: Ensure that staff consistently apply the strategies.
- Monitor: Regularly review the implementation of the plan.
- Evaluate: Analyse data and the outcomes of the monitoring process.

Behaviour Monitoring and Referral Plan

Singleton Public School
Classroom Behaviour Monitoring and Referral Plan

Inappropriate classroom behaviour

Major

Immediately notify supervising AP or Principal.

Record on Sentral

CT liaise with AP to discuss consequences and schedule interview with parents/carers.

AP Stage warning letter home

CT refer student to Learning Support Team

Follow up Actions
AP to follow procedural fairness which could include

1. Formal Caution
2. In-School Suspension
3. Short Suspension

CT and AP Develop Individual Behaviour Plan and communicate with parent/carers

Following In-School / Short Suspension
1. Return to School Meeting
2. Individual Behaviour Plan and goals communicated to parent/carers

Repeated Major Behaviours

Long Suspension
School Counsellor Referral, Outside-School Intervention, Family Support

Minor

Follow classroom management system—PBL Levels

Respond and monitor

Continued Minor behaviours:

Follow classroom management steps.

CT Action: Follow up incident with student, teacher discretion to use time-out during playtime.

CT Action: Call parent to notify of repeated classroom behaviours, communicate incident with Stage Supervisor. Record on Sentral.

Continued and repeated minor behaviours follow major behaviour pathway

Singleton Public School
Playground Behaviour Monitoring and Referral Plan

Inappropriate playground behaviour

Major

Notify supervisoring AP/Principal.
Extreme violence: send for nearest teacher or SLSO, immediately withdraw from playground.

On-Duty Teacher Action:
1. Record on Sentral ASAP; schedule Reflection Room session.
2. Notify CT of student incident
3. Call parent/carer to notify of incident and that their child is to attend Reflection Room.

Reflection Procedure

CT Action: Check student list on Sentral each morning and communicate with student when they are to attend Reflection Room.
Student to complete Restorative Practice Form
Student to follow expectations of Reflection Room

If student does not comply with expectations or does not attend session:
1. AP on Reflection duty to call parents and reinforce their expectations
2. If student continues non-compliance, follow up actions will be put in place.

Follow up Actions
AP to follow procedural fairness

1. Formal Caution
2. In-School Suspension
3. Short Suspension

CT - Develop Playground plan in consultation with LST.

Following In-School / Short Suspension
1. Return to School Meeting
2. Individual Behaviour Plan and goals communicated to parent/carers

Repeated Major Behaviours

Long Suspension
School Counsellor Referral, Outside-School Intervention, Family Support

Minor

Respond and monitor - Implement Tier 1 Strategies

Continued Minor behaviours:

Follow playground consistency guide
Timeout on yellow dots
KSPS Talk, before returning to play

Continued and repeated minor behaviours follow major behaviour pathway

Anti-Bullying Plan

What Is Bullying?
Bullying is characterised by three main features:

- It involves an abuse of power in a relationship.
- It is ongoing and repetitive.
- It encompasses behaviours that can cause harm.

Bullying can also take place online, referred to as cyberbullying. This involves using technology, such as the internet or mobile devices, to harass someone. Examples include sending abusive texts and emails, posting hurtful messages, and leaving inappropriate comments on others' photos.

Any form of bullying is unacceptable in NSW schools, regardless of the circumstances. Schools are dedicated to collaborating with parents, staff, and students to prevent bullying and to respond swiftly and effectively if it occurs.

Our school denounces all forms of bullying, including cyberbullying, by upholding a commitment to providing a safe, inclusive, and respectful learning environment that fosters student wellbeing. The executive staff are dedicated to implementing evidence-based approaches and strategies that encourage a positive climate where bullying is less likely to happen.

Outcomes:

- Increase awareness of bullying within the school community.
- Clarify the responsibilities of students, parents, and staff in reducing bullying.
- Equip students with strategies for resolving conflicts in a non-threatening manner.
- Foster a culture of positive behaviour and citizenship.

As a staff and school community, we have a duty to take positive and consistent actions to effectively address bullying.

Resources:

The Complete Parent and Carer Guide to Anti-Bullying
The NSW anti-bullying website

Anti Bullying Programs

Throughout the school year all classes K-6 will discuss bullying and strategies to cope with bullying behaviours. Students will cover a range of topics in the term, exploring different themes including:

What is bullying?
Power in relationships
Types of bullying
Strategies to cope with bullying
Being an Upstander rather than a Bystander to deter bullying in the school.
Teachers will develop lessons based upon class and school need each year. Various resources will be utilised to develop the lesson to develop an understanding of bullying and a shared commitment to eliminating all forms of bullying.
The Bullying. No Way! website will be a key point of lesson development.

Bullying No Way

The Bullying No Way! website was developed by the Safe and Supportive School Communities (SSSC) Project, which is made up of
representatives from all Australian education jurisdictions – all state, territory and federal education departments. Members are working together to create learning environments where every student and school community member is safe, supported, respected, valued – and free from bullying.
Singleton Public School is also committed to establishing a safe school environment through the use of the Department of Education Student Wellbeing framework and PBL program. Lessons in these two areas are ongoing throughout the year. SPS also engages with The Resilience Project, teaching students positive mental health strategies to inspire happiness and change lives.

Communication
Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing to prevent, discourage, identify and respond effectively to student bullying behaviour

Student Assembly		**Staff Professional Learning**	
Time Frame	**Topics**	**Time Frame**	**Topics**
Monthly/Termly	Behaviour Code for Students	Term 1	PBL, TRP, ADHD, Visual Supports, Regulation
Weekly	Positive Behaviour for Learning weekly focus	Term 2	Disability, neurodiversity and inclusive education
Weekly	The Resilience Project	Term 3 and 4	Trauma Informed Practice and PBL

Communication and Restorative Practices

Staff Induction – new staff 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. Information is provided in a handout to 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.

School Website

Our school website has information to support families with supporting 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:

- NSW Anti-bullying Website
- Behaviour Code for Students

Restorative Practices

Staff are training in behaviour management practices that are aligned with Positive Behaviour for Learning, Trauma Informed Practices and Restorative Practices that provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage positive student behaviour in all school settings.

Staff use restorative language, questioning and phrasing when addressing a student exhibiting behaviours of concern . This is completed in a calm, supportive and understanding way that reinforces the Behaviour Code for Students.

Bullying Response Flowchart

The following flowchart explains the actions Singleton Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

First hour: Listen

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes - wellbeing system
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- Document the plan of action in School Bytes - wellbeing system
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes - wellbeing system

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes - wellbeing system
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Student Reflection and Restorative Practices

Reflection Room

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action.

Structured Play and Reflection Rooms are a planned reset space that involves a single student, or group of students, generally being in a designated area or class. The purpose of these is to support the student to reflect on their behaviour and make positive goals and choices with restorative conversations. Principals, in consultation with the school community, will make informed decisions about the use of the Reflection Room as a response to student behaviour.

Students who display behaviours of concern may require more individualised and targeted support intervention. The school has developed a Reflection Room for Teir 2 and Tier 3 behaviours which operates during lunch each day by an Assistant Principal and/or Principal. The purpose of this intervention is to monitor behaviour. This added layer of support compliments existing tier 2 and 3 interventions whilst reinforcing school expectations and the Behaviour Code for Students.

Details	Application	Duration and Guidelines
● The school utilises restorative interviews in Reflection Rooms or office area to discuss student behaviours of concern. ● Restorative interviews are conducted using restorative practices in a calm, supportive manner that: - Provide a clear focus and an agreed understanding on the behaviour(s) of concern. - Mediate and support repair of relationship. - Establish attainable behavioural goals for the student. - Communicate the strategies and interventions that will be implemented to support the student.	● Restorative conversations will be utilised by approved staff: - Before school (in negotiation with parent/carers). - During breaks - During timetabled lessons (non-sport). - After school (in negotiation with parent/carers).	● Restorative conversations will vary depending on the student, setting, behaviour(s) of concern and context. ● Restorative conversations can usually be completed within a 5-15 minute timeframe depending on the behaviour of concern. ● Restorative conversations for a particular activity or event, such as non-sport or a school assembly will last for the duration of the activity. ● Restorative conversations are recorded on School Bytes Wellbeing -behaviour system. ● Students will be permitted to use toilet breaks during restorative conversations. ● Students may be permitted to consume food and drink by negotiation with the facilitator of the restorative conversation.

Reset Spaces

Reset time in a designated reset space is a planned behaviour intervention that is implemented as part of our Behaviour Support Process and as a strategy included in an Individual Behaviour Support Plan (IBSP), or Student Tailored Risk Management Plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and supports the teaching of appropriate behaviour and skills, such as self-regulation. Reset time in a reset space enables a student to remove themselves from a situation or environment causing distress. The student can move themselves to the designated reset area within the classroom.

Student-directed reset time is not:

- Absconding from school grounds.
- Class avoidance behaviours, such refusing to enter or remain within the classroom or learning activity.
- Fight or Flight responses – a physiological reaction to an event that is perceived as stressful or frightening.
- Truancy

It may be used:

- Within the classroom in a designated reset space with reset box (including tools and strategies to help student reset).
- A space outside the classroom or learning space, visible to the teacher or designated member of staff.
- To a designated reset class and staff member, such as another classroom teacher, AP, Principal.

Once the student has de-escalated, they will return to their class or learning space.

Reviewing the School Behaviour Support and Management Plan

	Details
Student Consultation	● Students are consulted throughout the survey and student voice process – NSW Public Schools Survey (NSWPSS), Student Representative Council (SRC) and Junior AECG. Exit surveys will be completed following the completion of Tier 2 and 3 learning, behaviour and wellbeing programs which are then reviewed periodically by the Learning and Support Team. ● The Learning and Support Team are best placed to review and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.
Teaching and Learning Staff	● Teachers are consulted throughout the survey and teacher voice process – People Matters Employee Survey (PMES), NSWPSS consultation and advocacy (staff and executive meetings, staff surveys). ● The Learning and Support Team are best placed to review and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.
Community Consultation	● The community is consulted throughout the survey and community voice process -NSWPSS, the SPS Parents and Citizens (P&C) group and the Aboriginal Education Consultative Group (AECG). The P&C and AECG will review the Behaviour Support and Management Plan (SBSMP) Week 5 of Term 4 annually.
Mid-Year Review	● The Learning and Support Team undertake a mid-year review of the behaviour support and management plan interventions and strategies. ● Data sources included in this review include but are not limited to: - Academic and attendance data - Current school behaviour procedures, systems and practices - Referrals to executive, the school learning and support team, and Delivery Support teams - Current department policies and procedures