

NSW Department of Education

St Ives Public School Behaviour Support and Management Plan

Overview

Our school community upholds aspirational expectations of academic progress and achievement for all students. Therefore, creating an optimal environment for quality learning and wellbeing across the school is our priority. We aim to achieve this by implementing the Positive Behaviour for Learning (PBL) framework alongside PAX Good Behaviour Game strategies. Both these support structures are evidence-based and endorsed by the NSW Department of Education. Through school-wide practices, we support the development of appropriate and responsible behaviour choices in students based on positive, respectful relationships and the ability to be self-aware and reflective. We explicitly teach and model clear and consistent expectations through our school's core values of respect, responsibility and personal best.

Partnership with parents and carers

Our St Ives Public School community understands the importance of respectful relationships and working in partnership to create a positive school culture. Parents are expected to support their child in abiding by our school's core values and the [Behaviour Code for Students](#), resolve issues regarding their child's behaviour, and communicate with school staff and the school community respectfully and collaboratively, consistent with the [School Community Charter](#).

Our PBL behavioural expectations were co-developed with students and staff to assist with a whole-school proactive approach to behaviour. These expectations are prominently displayed around the school and are communicated to parents through school information booklets, assemblies and parent information sessions. We encourage parents to discuss these expectations at home to foster a unified approach. We seek input from parents, carers and students through the annual 'NSW Public Schools Survey', other school-specific surveys and the P&C. Student voice is also encouraged and received via the Student Representative Council (SRC).

Parents and carers are also regularly encouraged to contact their child's teacher or a member of the school executive if they wish to discuss their child's wellbeing, social or learning needs.

School-wide expectations and acknowledgement systems

St Ives Public School has the following school-wide expectations. To the best of their ability, all our students are expected to be respectful and responsible learners who show their personal best.

Respect	Responsibility	Personal Best
Act and work cooperatively	Be truthful and take responsibility for your behaviour and actions	Have a growth mindset and actively participate
Be kind, friendly and welcoming	Be in the right place at the right time	Stop, look and think before you act

Encourage and allow others to learn	Be safe and help others make safe choices	Celebrate the success of others
Be a responsible digital citizen		

The following acknowledgement systems are used to encourage, recognise and reinforce positive behaviour the students are displaying:

- House Points are awarded to students who demonstrate SIPS core values in the playground, with the aim of students working together as a team. When a student is recognised for displaying positive behaviours, they receive a token that goes towards their house total. The tokens collected for each house are counted termly. The house totals are communicated to students at assemblies and updated on the house scoreboard display. The winning house each term celebrates with a mufti day.
- Respect, Responsibility and Personal Best Pebble cards are awarded in class for students showing positive behaviours. After receiving 10 Pebble cards, students are awarded a PBL bronze award.
- Academic bronze awards are awarded to students weekly.
- After a student receives 5 Bronze Awards (5 academic or 5 PBL or a combination of both), they receive a Silver Award.
- After a student receives 3 Silver Awards, they are awarded a Gold Award.
- After a student receives 3 Gold Awards, they are awarded a Platinum Award.

Behaviour code for students

As a NSW Public School, we implement inclusive and positive student behaviour support and management approaches with an understanding that students may require different types of intervention delivered in different ways along a continuum of care. Our approaches are aligned to NSW Department of Education guidelines and their Behaviour Code for Students. The [Behaviour Code for Students](#), translated into multiple languages, is available here.

Our behaviour support and management approaches are also in line with the Australian Professional Standards for Teachers and the Disability Standards for Education in that they must be fair, equitable, inclusive and proportionate, and take into consideration the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Whole school approach across the care continuum

The care continuum includes interventions for:

- all students - creating a safe and respectful learning and play environments for all students. Along the care continuum, this is known as prevention or universal interventions.
- some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum, this includes early and targeted interventions.

- a few students - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions, through intense, individual interventions.

At St Ives Public School, we have specific and targeted strategies and programs across the care continuum to promote positive behaviour, but also planned responses to behaviours of concern. These are outlined below.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	Stating and explicitly teaching classroom expectations, establishing predictable routines and procedures that are communicated clearly to students, encouraging expected behaviour with positive feedback and reinforcement, discouraging inappropriate behaviour	Whole school
	PAX Good Behaviour Game	Strategies such as non-verbal cues, peer/teacher shout-outs, brain breaks, game-based learning challenges and PAX visions (what we want to see, hear, feel and do more) to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	Whole school
	National Week of Action (NDA)	Teaching and learning activities creating a shared understanding about bullying behaviours and sharing of bullying prevention strategies.	Whole school
	PDHPE syllabus	Teaching and learning programs focusing on respectful relationships, safety (including cyber safety), self-management and interpersonal skills	Whole school
	Quality teaching, extra-curricular activities and playground groups	Differentiated teaching and learning programs. Extra-curricular activities to foster student challenge and engagement. Playground groups and play equipment as a passive play option	Whole school

Care Continuum	Strategy or Program	Details	Audience
	Buddy Programs	To support kindergarten students transitioning to school through connection.	Kindergarten students
	Y Safe student and parent workshops	Cyberbullying prevention	Whole School
Early Intervention	PBL- School developed flowchart for behaviour management	Strategies to correct and reteach the expected behaviour when minor and major behaviours have occurred. Restorative Circle classroom discussions to collaboratively problem-solve minor altercations.	Whole school
	Reflection Time In	Restorative practices with executive staff to reflect upon and understand the impact of behaviour	Identified students
	Stage Teams Meetings	Students requiring additional support are discussed. Possible adjustments to be implemented over a specific timeframe	Identified students
	Learning and Support and exec team	Data analysis to identify patterns in student behaviour	Identified students
Targeted intervention	Restorative Circles	Classroom discussions to collaboratively problem-solve a specific issue.	Whole School
	Learning and Support and Assistant Principals (APs)	The Learning and Support Team (LaST) and APs work with teachers, students and families to support students who require personalised learning and support.	Whole school
	Attendance support	Targeted / individual intervention with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, Attendance Co-ordinator

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Formal Conferencing	Restorative practices conversations	Individual students
	Individual behaviour support planning	Developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, CT, LaST, AP

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

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. It does not include low-level inappropriate or developmentally appropriate behaviour, such as testing boundaries and rules, which can be redirected and minimised through universal behaviour support strategies. Some challenging and complex behaviours can be unsafe and have a direct impact on others.

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

St Ives Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying, through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example, through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct

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

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher- or executive-managed.

- **Teacher-managed** – low-level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive-managed** – behaviour of concern is managed by the school executive.

Staff follows the steps outlined in the St Ives Public School Classroom Positive Behaviour Management flow chart (Appendix 1). Incidents of recurring behaviour or behaviours of concern are recorded on our school wellbeing system.

Strategies teachers use to be proactive or to correct behaviour include:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive-managed
1. A whole school focus on the behaviours we want to see through: Constantly referring to core values with consistent language. Explicit teaching of core values and expectations PAX visions (what we want to see, hear, feel and do more) developed with students for different classroom settings, routines and activities Use of restorative practices	1. Teachers refer to core value expectations and visuals/supports so that the student can self-regulate.	1. Teachers contact the office to seek help from the executive staff immediately if there is a risk. Otherwise, teachers notify the student's stage supervisor or executive ASAP before the end of the school day.
2. Students are acknowledged for meeting the core values expectations in the classroom and playground through the school - wide established award systems. Classes are acknowledged for displaying PAX vision behaviours through team challenges (Beat the Timer, Wacky Prizes, Challenges)	2. Response to all student behaviour that is inappropriate is calm, consistent, brief, immediate, respectful and specific. Teachers use indirect responses including proximity, signals, non-verbal cues, tactical ignoring, praise, redirecting with specific corrective feedback	2. Executive/CT 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. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.

3. PDHPE lessons taught weekly addressing respectful relationships, safety, self-management and interpersonal skills	3. Students are given 3 'reminders' to meet the classroom/ playground expectation and teachers support these using direct responses e.g. rule reminder, re-teach, provide choice, logical consequences. If behaviour continues, student attends a Reflection- Time in with an executive to discuss impact of behaviour and reteach	3. Executive collects information from multiple perspectives (either verbally or written) once the students are calm, safe and ready to reflect. These are then reviewed, with contextual data, to determine next steps. Executive to record incident on the school's wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Specific programs are used throughout the year to address bullying and cyber safety.	4. Teacher records the behaviour on school's wellbeing system by the end of the school day. Teacher, Stage AP/ LaST 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 school's Learning and Support Team (LaST). Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher communicates student effort in meeting expectations. Recognition awards for positive individual and class behaviour are given within the classroom and at school assemblies.	Teacher or AP contacts parents by phone or email when a range of corrective responses have not been successful over the term. Personalised Behaviour Support plans with short term behavioural goals, directed by our PBL core values, may be implemented 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 LaST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, may include:

- reviewing and documenting the incident
- communicating and collaborating with parents/carers
- determining appropriate response/s, including support for staff or other students impacted
- referring/monitoring the student through the school learning and support team
- developing or reviewing individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)

- liaising with [Team Around a School](#) for additional support or advice
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour Policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Reporting and Recording Behaviours of Concern

Staff must comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#)
- [Incident Notification and Response procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Reflection and restorative practices

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It recognises that a variety of factors influence behaviour and seeks to address the underlying influences through empathy, relationship-building, communication, social and emotional learning and finding ways to respectfully hold one another accountable.

Restorative practice can be used to create **safe, supportive environments** that promote inclusion, relationship-building and problem-solving. The application of restorative practice transforms incidents of wrongdoing into opportunities for learning and growth.

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection- a specific and timely discussion with teacher after chances to turn behaviour	5 mins	Class Teacher	School Bytes

Restorative practice – a structured debriefing after a behaviour of concern with an individual student or group of students

Same or next day at 1st half lunch

Assistant Principal

School Bytes

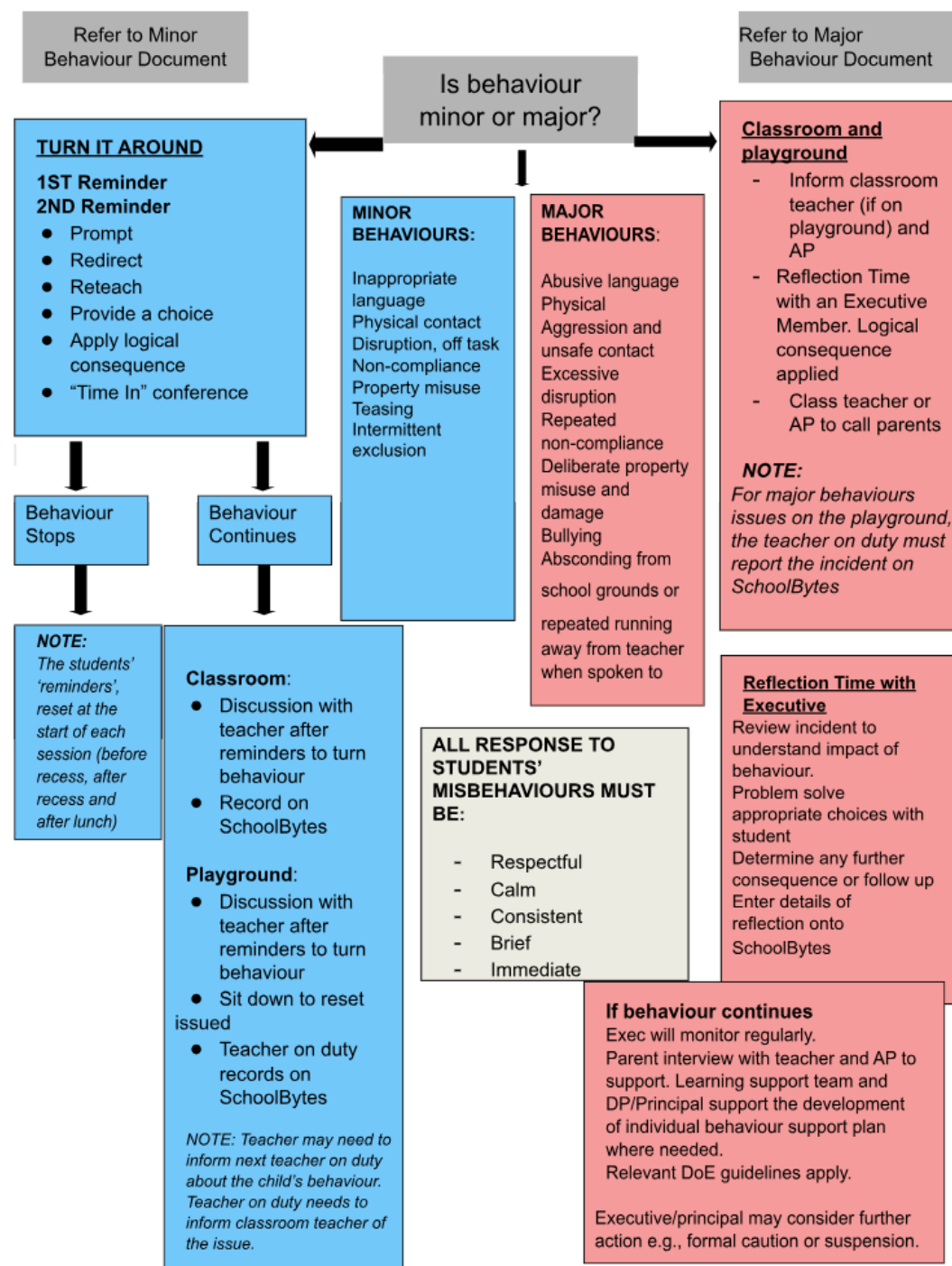
Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 2027]

Next review date: [INSERT DATE: Day 1, Term 1, 2027]

Appendix 1: St Ives Positive Behaviour Management Flowchart

SIPS Behaviour Management Flowchart



Bullying Response Flowchart

The following flowchart explains the processes St Ives Public School staff will take when responding to an allegation of bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

