

St Ives Park Public School

Behaviour Support and Management Plan

Overview

St Ives Park Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs are prioritised and valued by the school community to help promote and enhance pro-social behaviour. These strategies include promoting positive behaviour for all students which include prevention and early-intervention strategies. For a range of reasons some students may require targeted or individual support to manage behaviours of concern. The whole school approach will promote positive behaviour and social-emotional learning through prevention, early intervention, targeted intervention and individualised intervention.

At St Ives Park Public School students and staff work within the Positive Behaviour for Learning (PBL) practices which incorporate the three core values of Respect, Responsibility and Personal Best. The school implements PBL to reinforce positive expectations through a school-wide matrix, frequent and timely rewards, clear and precise signage located in classrooms and playground areas, and management flowcharts for all staff.

The school fosters positive reinforcement of expected learning and behaviour through whole-school discussions during Monday line assemblies, complemented by weekly class reviews of these expectations.

St Ives Park Public School conducted a review of existing wellbeing processes, policies and practices to identify strengths and opportunities to strengthen the consistent school wide approach to positive behaviour expectations across all settings within the school day. Student, parent and staff consultation was undertaken before implementation in 2024.

Our approach is grounded in positive behaviour support, trauma-informed practices, inclusive education, and social-emotional learning. The school employs evidence-based strategies endorsed by the NSW Department of Education to manage and support student behaviour and wellbeing effectively.

Partnership with parents and carers

St Ives Park Public School will work with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- Promoting the NSW Behaviour Code for Students in classrooms and in official communications with parents, carers and community.
- Promoting the student wellbeing, positive programs, social and emotional and bullying prevention programs within the school through official school communication with the community, at least annually.
- Inviting parent/carer and student feedback through the NSW Public Schools Surveys to gather insights from families.
- Offering parent-teacher interviews and additional means of consultation as needed. Maintaining regular communication between the school and home through official channels; including the school newsletter, school website, telephone calls, email and SchoolBytes app as identified by the school.

St Ives Park Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

All communication will be guided by the School Community Charter, ensuring a consistent and supportive partnership with families regarding student behaviour management.

School-wide expectations and rules

All classes display the SIPPS Student Positive Behaviour Choices chart. This chart enables students to visibly see the range of expectations in all classroom settings and monitor their choices throughout the day as they require teacher support or intervention. These are the three core values at SIPPS:

Respect	Responsibility	Personal Best
Be respectful at all times.	Be responsible in all your actions and words.	Be a reflective learner who applies feedback to improve.
Be polite and use manners.	Be ready to learn.	Strive to achieve your personal best.
Always use appropriate language for school.	Be safe at all times.	Set your own goals and challenges in your learning.
Make exemplary choices.	Be in the right place ready to learn.	Persist to achieve your personal best, overcome challenges in your learning.
Be caring, kind and think of others.	Build your skills to manage your emotions.	Plan and focus to improve in your learning and behaviour.
Accept differences and be tolerant.	Be on time.	Work co-operatively in all school settings.
Use positive self-talk to encourage yourself and others.	Follow classroom and school expectations	Consistently make positive choices in all that you do.

The Positive Behaviour for Learning matrix is explicitly taught in classrooms to embed a school-wide approach to expectations and consistency within the school setting

PBEL Universal Prevention: Expectations Teaching Matrix

Expectation	All Settings	Classroom	Toilets	Lines	Hall/Assembly	Play areas	Transition	Gardens and Oval	STEAM Room & Technology
 Respect * Value yourself and others * Be courteous and polite * Care for your environment SIPPS Ethique: * Say please and thank you * Look people in the eye when speaking to them * Wait for your turn	* Value yourself and others * Be courteous and polite * Care for your environment SIPPS Ethique: * Say please and thank you * Look people in the eye when speaking to them * Wait for your turn	* Follow teacher instructions * Speak politely * Use an inside voice	* One person at a time in cubicles * Give others privacy * Leave area clean and tidy	* Be polite * Follow teacher instructions * Sit silently and still	* Follow teacher and leader instructions * Sing our school song and national anthem with pride * Stand and/or sit silently and still	* Be a good sport * Care for the environment * Be safe and have fun * Use safe and caring hands * Finish your food before playing * Take turns and let others have a go	* Stay on paths * Walk quietly * Walk safely and sensibly	* Follow teacher instructions * Be respectful of wildlife	* Using furniture correctly * Furniture to remain in place unless teacher directed * Follow teacher instructions * Speak politely * Use an inside voice
 Responsibility * Engage in learning * Make positive choices * Take care of your belongings	* Engage in learning * Make positive choices * Take care of your belongings	* Look after your belongings * Take care of school equipment * Put things where they belong	* Flush the toilet * Wash your hands * Use resources wisely	* Stay seated with hands in laps * Put food away * Listen to messages	* Enter and leave calmly and quietly * Keep aisles clear * Listen attentively * Applaud sensibly	* Wear your hat or play under the COLA * Be in the right place at the right time * Put rubbish in the bin * Choose safe games * Look after equipment and belongings	* Go directly to class * Follow teacher instructions * Walk safely and sensibly	* Be water wise * Look after school equipment	* Take care of school equipment * Put things where they belong * Use resources wisely * Enter and leave calmly and quietly
 Personal Best * Think positively * Challenge yourself * Be resilient	* Think positively * Challenge yourself * Be resilient	* Be ready to learn * Always try your best	* Be safe in the bathroom * Use the bathroom appropriately	* Line up quickly and quietly * Sit in a straight line	* Be proud of your achievements	* Encourage and include others * Play fairly	* Arrive on time with a positive attitude * Walk safely and sensibly	* Look after our environment	* Be ready to learn * Think positively * Challenge yourself * Be resilient and self-regulate * Wait safely and sensibly



Behaviour Code for Students

St Ives Park Public School as a NSW public school is committed to providing a calm, safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students. See Appendix 1.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#)

Whole school approach to the care continuum

Our school embeds student wellbeing and positive behaviour approaches in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.



These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students

- encouraging expected behaviour with positive feedback and reinforcement, through PBL and the SIPPS Galaxy
- discouraging inappropriate behaviour
- maximising opportunities for active engagement with learning
- providing carefully sequenced lessons across the curriculum
- differentiating and adjusting learning content and tasks to meet the needs of learners
- providing active supervision of students

Care Continuum	Strategy or Program	Details	Audience
Prevention	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 assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	Whole school All students
Prevention	Classroom Adjustments	Quality differentiated practice for students with additional learning needs (NCCD).	Students
Prevention	Social Emotional Learning	All classes implement the social and emotional learning sequences from the Second Step program; which include <i>Skills for Learning, Empathy, Emotion Management, Problem Solving</i> . Units of learning adapted from the Second Step Program to reinforce key skills. Class programs may highlight specific skills and lessons to meet student needs.	All students
Prevention	Peer Support	Peer Support programs across the school.	Students K-6
Prevention	Bullying Prevention	Units of learning adapted from the Second Step Program.	Students K-6
Prevention	Attendance monitoring	Class teachers monitor attendance and liaise with Assistant Principals according to the School Attendance Plan.	Students K-6
Prevention	Smiling Minds	Building mindfulness and reflection skills in students for wellbeing.	Students K-6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	Students K-6
Prevention	Kindergarten Transition program	There is an annual Kindergarten Orientation program offered to support new students to the school in Term 4 each year.	Preschool to Kindergarten students
Prevention	Kindergarten Transition	Preschools with students transitioning to SIPPS complete the transition to school statements to support the transition process.	Preschool to Kindergarten students
Prevention	High School Transition	School staff confer with High School Colleagues to support transition process for students.	Year 6 to 7 transition
Early intervention	Kindergarten transition	School staff may conference with preschool staff and visit students identified as needing additional support in the transition to school phase.	Preschool to Kindergarten students

Care Continuum	Strategy or Program	Details	Audience
Early intervention	PBL Tier 2	Positive Behaviour for Learning (PBL) is an evidence-based framework bringing together 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.	All students If identified and as required
Early intervention	Social Emotional Learning	Units of learning adapted from the Second Step Program to reinforce key skills as required. Class programs may highlight specific skills and lessons to meet student needs.	All students
Early intervention	Learning and Support referral	Students may be referred to the Learning and Support team for class or stage behaviour intervention, wellbeing, learning or attendance advice and support.	Students as required
Early intervention	Classroom adjustments	Supplementary, Substantial or Extensive adjustments (NCCD) for individual students.	Students as required
Early intervention	Social and emotional learning – small groups	Utilise programs elements from the <i>Second Step</i> program or <i>After the Buzz</i> or similar programs to support small group reinforcement of key interpersonal and social skills for identified students. Model students may be included in the groups.	Students as required
Early intervention	Communication with parents	Personalised Learning and Support Planning.	Parents and staff
Early intervention	Learning and Support Team - Attendance	Executive monitor attendance in Learning Support Team meetings. APs provide correspondence to parents when students have not met the required attendance expectations.	Students K-6
Early Intervention	Restorative Conversations	Students participate in restorative conversations as part of Think Slip reflection and formal reflection sessions to rebuild and establish positive relationships. This is a pro-social practice to develop respect, inclusion, cooperation and responsibility.	Students as required
Targeted intervention	Learning and Support	The Learning and Support team collaborates with teachers, students and families to support those students who require personalised learning and support. These include: ○ Social stories ○ Personalised Learning and Support Plans (PLASP) ○ Social Skills Groups (Year 1 and 2) AP Learning Support referral and observations	Students K-6
Targeted intervention	Team Around the School	AP Learning Support referral, observations and advice.	Identified students only
Targeted intervention	Identified areas of Action	Each year our school participates in up to two actions to support student wellbeing, bullying preventions and safety. These may include but are not limited to: Harmony Day, Ride to School, Bullying prevention, Cyber-bullying, Anti-racism.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Learning and support team	Learning and support team will liaise with the team Around the School.	Identified students only
Individual intervention	Team Around the School	AP Learning Support referral, observations and advice.	Identified students only
Individual intervention	Individual attendance, wellbeing or behaviour support planning	This may include developing, implementing, monitoring and reviewing personalised support: attendance, wellbeing or behaviour support, response and risk management plans.	Individual students, parent/carer, Class teacher and executive
Individual intervention	Team Around the School	Complex case management supported through Department of Education practice managers	Identified students only

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

At St Ives Park Public School, students are taught essential social, emotional, and wellbeing skills through programs like Second Step, Positive Behaviour for Learning, Be You and Smiling Mind. These programs help students develop interpersonal skills and emotional management strategies, supporting their learning and social interactions.

Planned responses to positive appropriate behaviour

All students commence their day at **meeting expectations** in the classroom. With positive choices, engaged learning behaviours and active participation in their learning, students, in line with PBL, receive recognition and reinforcement of positive behaviours through stars / star cards. Students who are consistent in their positive choices and exemplary choices receive recognition each day in their classrooms for their behaviour choices. Stars are cumulative and students throughout the year progress across the planets in the SIPPS Galaxy, achieving certificates and ribbons as recognition and strive for a SIPPS badge each year.

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

Early intervention is available for students needing additional support in their learning or social skills, which may require collaboration between staff and families. Some students may need a teacher supported **reset** or **reteaching** of expected behaviours, particularly related to Respect, Responsibility, or Personal Best.

Reflection sessions, initiated through a 'Think Slip' or formal reflection, require students and a teacher or executive to discuss behaviours exhibited, expected behaviours, positive choices in situations in the future and restorative actions to rebuild relationships. Reflections or think slip sessions focus on the student thinking through and reflecting on their action and choices with positive choices in the future as their focus. A positive focus, enabling the student to improve in the future, fostering empathy and restorative practices in their choices.

For targeted support, referrals to the Learning and Support Team can lead to intervention from school counsellors or external DoE staff for complex cases, including parent case conferences.

Prevention	Early Intervention	Targeted	Individualised
Students respond positively to explicit teaching of rules and expectations. Students accept correction and feedback. Students strive to achieve consistent positive choices and exemplary	Difficulties with concentration, focus and learning progress Continuous low-level disruptive behaviour, or minor PBL behaviours, may include: ongoing impolite behaviour	Poor attendance Under-developed social skills: - friendship skills - age-appropriate interpersonal skills - conversational skills	Behaviours of concern are defined as challenging, complex or unsafe behaviour that requires more persistent or intensive interventions. This may include but is not limited to:

choices in the classroom and playground. Students engage in developmentally appropriate behaviours, including appropriate risk-taking behaviour. Students acquire new interpersonal and social skills that support engagement with learning and the development of positive relationships. Low level behaviours easily managed by the teacher.	- unprepared for learning - calling out - out of seat - out of bounds - lack of personal space and boundaries - not following instructions - under-developed learning behaviours - incomplete tasks - off task behaviours - lateness - inability to organise self or belongings - annoying peers	- interaction and play based skills - interpersonal and problem solving skills - not implementing taught social skills Under-developed emotional regulation: - inability to regulate emotions - inability to develop skills to regulate emotions after prevention level classroom teaching Under-developed or poor conflict resolution skills Bullying or cyber-bullying others or being bullied	- continued / persistent disobedient and/or disruptive behaviour - verbal abuse - physical aggression - severe self-harming behaviours - malicious damage or theft of property - severe risk-taking behaviour - shut down response - bullying or cyber-bullying - misuse of technology - discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.
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When engaging with students exhibiting more challenging behaviours, our school aims to respond in a consistent and balanced manner considering the identified behaviours. By combining effective preventative and responsive strategies we provide a safe and supportive learning environment which encourages positive behaviour among all students.

- Staff will be consistent – engaging with students in a calm and consistent way
- Responses will match the seriousness of the behaviour, considering the situation
- Use restorative practices to guide student understanding of the impact on others of their actions and how to restore the relationship.
- Hold high expectations for positive improvement and keep improving, regularly offering opportunities for students to participate in reset, reteach or reflection activities to build their understanding of expectations.
- Students are taught explicitly to *recognise, report, refuse and be an upstander* bullying through the Second Step program.
- Bullying is identified behaviours which are consistent, there is an imbalance of power and targeted between students. Staff will monitor and record incidents and when identified by staff, bullying will be referred to the Learning and Support Team.

Responses to serious behaviours of concern

- 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.
- Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Responses to all behaviours of concern apply to student behaviour that occurs:
 - at school
 - on the way to and from school
 - on school-endorsed activities that are off-site, eg PSSA, Gala Days, excursions, camps, overnight excursions.
 - outside school hours and off school premises where the school has direct duty of care.
 - when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recoding behaviours of concern

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

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

Detention, reflection and restorative practices

Reset and reteach conversations are part of daily support in all classrooms and offer students the opportunity to change their choices and behaviour before a more formal **reflection** or 'Think Slip' process is undertaken.

Reflection sessions, initiated through a 'Think Slip' or formal reflection, require students and a teacher or executive to discuss behaviours exhibited, expected behaviours, positive choices in situations in the future and restorative actions to rebuild relationships. Reflections or think slip sessions focus on the student thinking through and reflecting on their action and choices with positive choices in the future as their focus. A positive focus, enabling the student to improve in the future, fostering empathy and restorative practices in their choices.

Toilet and food breaks are always included for all students when there is a response to student behaviour. Students who require reflection time will have time to eat their recess or lunch and access toilets before returning to formal lesson times. The maximum length of time will be appropriate to the age/developmental level of the student involved.

Strategy	When and how	Who co-ordinates	Recording
Reset and Reteach	As needed or next break	Class Teachers	Informal
Reflection conversation	As needed or next break if behaviour persists	Class Teachers	Documented in SchoolBytes
Formal reflection or Think Slip reflection	Often next day or as soon as possible after behaviour; at either a recess or lunch break	Class Teachers, Executive as available	Documented in SchoolBytes
Formal reflection – multiple sessions	Often next day or as soon as possible after behaviour; at either a recess or lunch break	Class Teachers, Executive as available	Documented in SchoolBytes

Last review date: Term 1 2025

Next review date: Day 1, Term 1, 2027

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NSW Department of Education



Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

NSW Department of Education School Behaviour Support and Management Plan

Appendix 1: Behaviour management flowchart (Alternative example)

