

Behaviour Support and Management Plan

SSPS WHOLE SCHOOL BEHAVIOUR APPROACH **RAISING RESPONSIBILITY**

OVERVIEW

Strathfield South Public School promotes high expectations for positive behaviour that enables all students to engage with their learning and build quality relationships. Through our whole-school approach, titled 'Raising Responsibility' (based around Choice Theory ideals), we explicitly teach and model positive behaviour expectations and social and emotional learning. We are committed to maintaining meaningful partnerships between the school, staff, students, parents and community to create a safe, inclusive and welcoming learning environment where all members feel a sense of belonging.

VISION AND PURPOSE STATEMENT (SSPS Window of Certainty)

***Students** of Strathfield South Public School take responsibility for their own behaviour and their learning achievements. As self-directed learners they set goals and strive for their personal best. Our students recognise and understand their own behaviour, and are self-disciplined, reflective and resilient.*

***Staff** at Strathfield South Public School contribute to the development of students by establishing strong, connecting relationships with them. They create dynamic and engaging learning experiences and explicitly teach the elements of responsible behaviour. Staff also work collaboratively to encourage and inspire each other and role-model everything they expect of students.*

VALUES AND EXPECTATIONS

At Strathfield South Public School, we have the following core values:

- **WE ARE SAFE**
- **WE ARE RESPECTFUL**
- **WE ARE ACTIVE LEARNERS**

Behaviour Code for Students:

Our School's values and expectations align with the Department of Education [Student Behaviour Policy](#) and the [Behaviour Code for Students](#) (Appendix 1). They are established and maintained through effective role modelling, explicit teaching and planned interventions and responses. The Behaviour Code for Students is translated into multiple languages available [here](#).

Behaviour Support and Management Plan

PARTNERSHIPS WITH PARENTS / CARERS

At Strathfield South Public School we recognise the importance of working in partnership with our parents/carers around establishing clear behaviour expectations and implementing fair and consistent student behaviour management strategies. This document outlines the practices and processes that are used to explicitly teach, model and implement behaviour expectations across the school with all students, in all learning spaces.

Our school implements the approach outlined in the [School Community Charter](#) (Appendix 2):

- Collaborative - We work in partnership to promote student learning.
- Respectful - We treat each other with respect and fairness.
- Communication - we communicate in a positive and constructive manner.

Parents/carers are encouraged to discuss their child's behaviour with their classroom teacher through formalised opportunities throughout the year and through organising additional meetings as required.

POSITIVE STUDENT BEHAVIOUR

Strathfield South Public School uses a combination of the below approaches, strategies and systems to explicitly teach, recognise and strengthen positive student behaviour and behavioural expectations.

Curriculum Implementation:

Promoting and fostering positive student behaviour and school-wide expectations is a strategic improvement priority area at Strathfield South Public. Our School's values and expectations are taught explicitly through curriculum implementation of Personal Development and Health (PDH) programs, including our Social and Emotional Learning (SEL) lessons. These lessons aim to develop self discipline, increase self awareness and build respectful relationships. Students are empowered to make informed choices and take control over their thoughts and actions.

- Personal Development and Health Education - SSPS PDH Scope & Sequence K-6:
Content - Respectful Relationships and Safety / Self-Management and Interpersonal Skills
- The Get Happier Project - [The Get Happier School](#)
- Zones of Regulation - [Social Thinking](#)
- Smiling Mind - [Smiling Mind in Schools](#)

Positive Support Systems:

Our Behaviour Expectations Matrix (BEM) ensures consistent language is used in all internal and external spaces throughout the school. Explicit lessons for each area outline expectations, embedded in daily practice. Students are recognised for individual achievement towards personal goals as well as collective success through our Positive Behaviour Model (PBM).

- Behaviour Expectations - [SSPS Behaviour Expectations Matrix \(BEM\)](#) (Appendix 3)
- Positive Behaviour Recognition - [SSPS Positive Behaviour Model \(PBM\)](#) (Appendix 4)

Behaviour Support and Management Plan

PREVENTING BEHAVIOURS OF CONCERN

Whole School Approach Across the Care Continuum:

Strathfield South Public School provides specific whole-school programs and strategies that support student behaviour at each stage of the care continuum, addressing the full spectrum of student needs through prevention, early intervention, targeted intervention and individual intervention.



Care Continuum	Strategy or Program	Details	Audience
Prevention	Curriculum Implementation - PDHPE	As outlined above: - Get Happier Project / Zones of Regulation - Cyber Safety / Bullying	Teachers and students
Prevention	Positive Support Systems	As outlined above: - Behaviour Expectation Matrix (BEM) - Positive Behaviour Recognition Model (PBRM)	Teachers and students
Early Intervention	Supervisor and Stage Support	Classroom teacher utilises Stage AP and colleagues for strategies along with the Teacher Toolkit and Resource overview to make appropriate adjustments	Teachers, students and families
Targeted Intervention	The Learning and Support Team (LaST)	Who: Learning Support Teachers, School Counsellor, DPs, APs CRTs, SLSOs and other support staff. What: The systems and processes in place to support students who have additional learning, social/emotional or behavioural needs. This may include personalised learning and support plans, LST intervention, behaviour support plans, risk assessments, external specialist support etc. How: Referral made; LST meeting held; recommendations/action items discussed; PLaSPs developed with goals; parents consulted; review meetings and case meetings as needed.	Teachers, students and families
Individual Intervention	Team Around the School - DoE Support	Who: Assistant Principal Learning Support, Learning Wellbeing Support Officer and other DoE personnel What: A coordinated system-wide approach that utilises the skills and expertise of specialist staff to support schools through a dedicated team.	School-based staff and families

Behaviour Support and Management Plan

RESPONDING TO BEHAVIOURS OF CONCERN

Behaviours of Concern:

At Strathfield South Public School, we believe that it is important for our students to recognise that their behaviours may impact the learning, wellbeing and safety of themselves and/or others. Our clear whole-school approach to addressing behaviours of concern, through our [SSPS Behaviour Management Matrix](#) (Appendix 5), assists all staff to make fair and consistent decisions with restorative consequences and clear communication.

The NSW Department of Education [Student Behaviour Policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools. Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Reflection and Restorative Practices:

DoE - Detention And Reflection Guidelines - "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." (10.10.2022)

Strathfield South Public School has embedded reflective and restorative practices into our whole school processes, when addressing behaviours of concerns. Minor incidents are addressed through verbal reminders about expected behaviour and/or a reflective conversation. If the behaviour continues, or more concerning behaviour occurs, a formal *Reflection Time* session is attended by the student with the supervising teacher and an executive member of staff at Break 2 time. During this time (20-30 minutes), a reflective conversation scaffold is used to help unpack the incident and the reason it occurred, and assist the student to implement different strategies moving forward. Communication is sent home via an email and/or a phone call about the incident which are also recorded on our internal wellbeing record system. When multiple incidents, or incidents of a more serious nature occur, parents are required to attend the school for a meeting and a *Student Goal Monitoring Card* may be commenced. A *Formal Caution to Suspend or Suspension* are discussed with the Senior Executive in accordance with the DoE [Suspension and Expulsion Procedures](#). An overview of our procedures can be found in Appendix 5 below.

Behaviour Support and Management Plan

Reporting and Recording Behaviours of Concern:

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

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

REVIEW DATES

Last review date: Day 1 - Term 3 - 2025

Next review date: Day 1 - Term 1 - 2026

APPENDIX LIST:

Appendix 1 - [Behaviour Code for Students](#)

Appendix 2 - [School Community Charter](#)

Appendix 3 - [SSPS Behaviour Expectations Matrix](#)

Appendix 4 - [SSPS Positive Behaviour Model](#)

Appendix 5 - [SSPS Behaviour Management Matrix](#)

Behaviour Support and Management Plan

APPENDIX 1:

NSW Department of Education

Behaviour code for students

NSW public schools

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

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

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

Behaviour Code for Students: Actions

Promoting the 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 to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- 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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides 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.

education.nsw.gov.au

The Behaviour Code for Students can be found at

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>.

Behaviour Support and Management Plan

APPENDIX 2:



School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with Our Plan for NSW Public Education.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

Behaviour Support and Management Plan



We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:
education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



Collaborative.
Respectful.
Communication.

School Community Charter

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APPENDIX 3:



Education

SSPS - BEHAVIOUR EXPECTATIONS MATRIX

At SSPS we believe that everyone can choose effective and responsible behaviours.



AT SSPS...	WE ARE SAFE We:	WE ARE RESPECTFUL We:	WE ARE ACTIVE LEARNERS We:
EVERY DAY EVERYWHERE EVERY TIME	- Keep our hands and feet to ourselves - Walk sensibly - Sit properly - Ask permission to leave any space and stay with our peers - Use equipment correctly - Look after each other - Stay in the correct location - Take ownership for our actions - Resolve conflict with empathy - Avoid dangerous actions	- Show kindness - Listen to the person speaking - Take care of our resources - Put rubbish in the bin - Are honest - Use manners and kind words - Look after our own and other people's property - Allow others to learn - Appreciate cultural diversity - Value the interests and abilities of others	- Arrive at school and lessons on time - Are prepared and ready to learn - Listen to and follow instructions - Work cooperatively - Encourage and help each other - Make responsible choices - Take time to self-reflect - Always try our best - Persist and learn from our mistakes
PLAYGROUND	- Wear a school hat at all times - Keep our hands and feet to ourselves - Play in the correct location - Report injuries and problems to a teacher straight away	- Put rubbish in the bin - Take care of all equipment - Look after the school environment including gardens - Use kind words to solve our problems	- Use the area appropriately (e.g. sit on seats) - Play by the rules of the game - Take turns and cooperate - Share the space and include others
LINING UP	- Stay in the correct location - Line up in two lines	- Put rubbish in the bin - Wait sensibly and patiently	- Collect all of our belongings - Arrive at lines on time
MOVING AROUND THE SCHOOL	- Stay with our class group or peers - Walk on one side of the walkway	- Use appropriate voices - Are aware of other student's learning	- Walk straight to our destination - Remain alert and watch where we are going
VIRTUAL SPACE & TECHNOLOGY USE	- Use our device on a desk or flat surface - Keep passwords and other personal information private - Carry devices with two hands	- Keep food and drinks away from all devices - Return devices to the correct location when asked - Tap the keys and screen gently	- Use our own device for the purpose of our learning task - Use approved websites and apps ONLY (ask permission) - Report problems to a teacher
BATHROOM USE	- Go to the toilet with two peers - Lock the toilet door - Wash our hands with soap and turn off the tap - Respect other people's privacy	- Use the bathroom for going to the toilet and washing hands - Put toilet paper in the toilet - Flush the toilet afterwards - Wait outside for our peers	- Go straight to the toilet and back to class or the playground - Leave food and drinks outside - Report any problems or mess to a teacher
FORMAL OCCASIONS <i>Assembly K-2</i> <i>Assembly 3-6</i> ★	- Leave all items in designated class areas (outside) - Enter and exit in two neat lines - Sit properly - Give everyone personal space	- Enter the space in silence - Listen to the person speaking - Applaud and sing sensibly - Stand up straight with our hands by our side when singing	- Sit down in 2-3 rows per class - Listen, watch and learn - Think about what is being said - Sing the school song with pride
EXCURSIONS ★★	- Wear appropriate clothing for the weather (e.g. hats, raincoats) - Follow instructions at all times - Look where we are going and stay with our group - Go to the toilet with two peers	- Share all spaces with the public - Keep to the left when walking - Show good manners and respect the people around us - Use quiet voices on the bus	- Participate in all activities - Are present in the experience - Think flexibly if plans change - Report any concerns to the teacher immediately
CANTEEN	- Line up sensibly in one line - Only eat our own food - Move away from the area when our purchase is made	- Wait patiently and quietly behind the line - Use our manners, "Please" and "Thank you" - Join the correct line at the end	- Make healthy food choices - Wash our hands before we eat - Only use our own money and buy food for ourselves

★ Assembly, incursions, guest speakers etc.

★★ PSSA, camps, day excursions, school performances, debating, public speaking etc.

Behaviour Support and Management Plan

APPENDIX 4:



SSPS POSITIVE BEHAVIOUR MODEL

At Strathfield South Public School, students are recognised for individual achievement towards personal goals as well as collective success through our Positive Behaviour Model (PBM).

INDIVIDUAL RECOGNITION

CERTIFICATES - 'Think Of Others'

Purpose: To recognise students who take responsibility for their behaviour and learning, demonstrating achievement towards their goals.

Process: Goals are linked to our School Values and Expectations.

Teachers work alongside students to recognise when evidence towards a goal is demonstrated.

Outcome: Students are recognised for their efforts during an assembly and receive a certificate outlining their individual achievement.



PRINCIPAL PINS & STUDENT MORNING TEA

Purpose: To recognise students who consistently take responsibility for their behaviour and learning, while upholding our School Expectations and Values.

Process: When a student receives three 'Think of Others' certificates in any year, they present them to their teacher in order to receive their pin.

Outcome: Students are recognised for their efforts during a formal assembly and receive a Principal Pin from the Principal. A different coloured pin is awarded for each year group.



COLLECTIVE RECOGNITION - Our 'VALUES' Token System

VALUE TOKENS - Class Level

Purpose: To keep students focused on making good choices throughout the day, which in turn benefits themselves and others, while collectively working towards a common CLASS goal.

Process: When students display appropriate behaviour that aligns with School Values, they may be given a 'value' token to place in the appropriate 'value' cylinder i.e. *We are Safe, We are Respectful, We are Active Learners*.

Outcome: When a class fills one of the 'value' cylinders, the CLASS partakes in their negotiated class celebration. The tokens are then emptied into the large stage cylinders located in the office Foyer.



VALUE TOKENS - Stage Level

Purpose: To keep students focused on making good choices throughout the day, which in turn benefits themselves and others, while collectively working towards a common STAGE goal.

Process: When a class fills a 'value' cylinder, they empty the tokens from this cylinder into the large STAGE cylinder located in the school office foyer.

Outcome: When a STAGE cylinder is completely full, the Stage will partake in a stage-based celebration to recognise their collective positive behaviour choices i.e. *We are Safe, We are Respectful, We are Active Learners*.



Behaviour Support and Management Plan

APPENDIX 5:



Education

SSPS BEHAVIOUR MANAGEMENT MATRIX 2025 - PARENT DOCUMENT



A behaviour of concern is defined as a challenging, complex or unsafe behaviour that requires more persistent or intensive interventions (DoE).

	Behaviours of Concern (Examples only and list not exhaustive)	Actions and Consequences
0	LEVEL 0 Behaviours: - Out of bounds but within sight - Interfering or intentionally annoying others - Casual spitting e.g. on ground - Engaging in careless play e.g. climbing trees - Inappropriate language e.g. "stupid" - General swearing i.e. not at someone - Play/pretend fighting or wrestling - Playing in the toilets e.g. knocking on doors - Disruptive behaviour e.g. calling out - Disengaged from learning e.g. off-task	→ Reminder 1 - A verbal reminder about expected behaviour - Behaviour Expectations Matrix (BEM) → Reminder 2 - A second reminder about expected behaviour using the BEM → Reminder 3 - A reflective conversation is had between the supervising students and an Incident Slip is recorded by the Supervising Teacher 3 x Incident Slips (in one term) = LEVEL 1 - Negative Incident recorded in School Wellbeing with details of all 3 incidents
1	Repeated LEVEL 0 Behaviours OR LEVEL 1 Behaviours: - Name calling e.g. "dumb, stupid etc" - Swearing at someone e.g. "d-head" - Intentional dangerous play e.g. sticks, rocks - Disrespecting teachers e.g. talking back - Stealing e.g. deliberately taking an object - Throwing objects dangerously - Spitting on another with intent - Abandoning from a given space or discussion e.g. leaving the room, building - Repeated non-compliant behaviour	→ Wellbeing Incident is recorded in School Wellbeing → Student attends Reflection Time during Break 2 on the day of the incident or the following day with executive staff member → During Reflection Time, the student reflects on their behaviour using the Reflective Conversation Scaffold → The Reflection Letter is emailed home to parents by the supervising executive with the incident/s listed or a phone call home is made → Parents respond to email to acknowledge the letter has been received 3 x Reflection Times (in one term) = LEVEL 2
2	Repeated LEVEL 1 Behaviours OR LEVEL 2 Behaviours: - Continuous and deliberate non-compliance - Continuous disruptive behaviour - Continuous disrespectful behaviour - Deliberately damaging school property - Bullying (including cyber-bullying) - Aggressive physical behaviour e.g. pushing and shoving, tackling in a game - Leaving school grounds without approval - Inappropriate behaviour whilst representing the school e.g. carnival, PSSA	→ Wellbeing Incident is recorded in School Wellbeing → Student attends Reflection Time during Break 2 for 2-3 days following the incident with an executive staff member → During Reflection Time, the student reflects on their behaviour using the Reflective Conversation Scaffold → The Reflection Letter is emailed home to parents by the supervising executive AND a phone call home is made → Student starts a Goal Monitoring Card (GMC) - Student checks-in with AP/DP daily - External activities (e.g. excursions & PSSA) approved at Principal's discretion 6 x Reflection Times (in one term) = LEVEL 3
3	Repeated LEVEL 2 Behaviours OR No improvement on Goal Monitoring Card OR LEVEL 3 Behaviours: - Serious incident of bullying, intimidation and harassment (emotional, verbal or physical) - Abusive or threatening verbal behaviour towards any person - Physical aggression towards any person e.g. slapping, hitting, light kicking	→ Student attends Reflection Time with the AP and/or DP as soon as appropriate → Student attends Reflection Time in Break 2 for 5 days → If a Formal Caution to Suspend is decided, parents are contacted and a letter is issued by the DP or Principal → Parents are asked to attend a meeting → Goal Monitoring Card is commenced/revised → Learning and Support Team (LST) meeting is scheduled Continuation of the same type of behaviour after a Formal Caution (50 school days) = LEVEL 4
4	Repeated LEVEL 3 Behaviours (50 school days) OR LEVEL 4 Behaviours: - Causing actual harm to any person; - Posing an unacceptable risk to health and safety, learning, and/or the wellbeing of any person including: - Bringing or making a weapon - Using, supplying or is in possession of a suspected illegal substance - Threatening or engaging in serious physically violent behaviour e.g. punching in head, kicking in abdomen while on ground	→ Student attends the office area with DP/P → Parents are informed about the incident and requested to collect student where possible → Senior Executive and AP discuss possible Suspension in accordance with the DoE <i>Student Behaviour Procedures - Kindergarten To Year 12</i>. Checklist to be completed. → A Formal Caution to Suspend or Suspension Letter may be issued → If suspended, a Return from Suspension Meeting is scheduled with the DP or Principal For more information visit: Suspension - Parent/Carer Fact Sheet

(Amended 01.07.2025)