

School Behaviour Support and Management Plan Sutherland Public School

Overview At Sutherland Public School, our vision is to foster a nurturing and dynamic learning environment where every student thrives academically, socially, and emotionally. We are committed to creating a safe and inclusive community that upholds the highest standards of respect, responsibility, and resilience. Our Behaviour Support Management Plan is founded on the belief that positive behaviour is integral to a successful educational experience. We aim to empower students to make constructive choices and develop self-discipline through clear expectations, supportive interventions, and collaborative partnerships with families. By promoting a culture of mutual respect and encouragement, we ensure that each student has the opportunity to reach their full potential and contribute positively to our school community. Together, we endeavour to build a foundation of lifelong learning and personal growth, preparing our students to excel in an ever-evolving world.

Partnership with parents and carers

Sutherland Public School will partner 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 Tell Them from Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Sutherland 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.

School-wide expectations and rules

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

To be Smart, Safe, and Kind learners.

Sutherland Public School

PBL Expectations



Expectation	Playground	Corridors and Stairways	Toilets	Learning Spaces	At School
Be Smart	✓ Wear a school hat ✓ Make good choices ✓ Put rubbish in bins	✓ Keep corridors tidy and clear ✓ Bags and belongings on hooks or shelves	✓ Use toilets correctly ✓ Remember to flush the toilet ✓ Wash your hands and turn off the tap	✓ Try your best ✓ Be ready to learn ✓ Be an Active Listener	✓ Wear school uniform ✓ Be at school and class on time
Be Safe	✓ Stay in bounds ✓ Walk under walkways ✓ Hands and feet to yourself	✓ Walk sensibly and carefully ✓ Keep to the left	✓ Use ramp and stairs to enter and leave ✓ Go with a partner during class time	✓ Move safely around the room. ✓ Use resources including technology appropriately	✓ Move carefully and sensibly ✓ Hands and feet to yourself ✓ No weapons
Be Kind	✓ Take turns ✓ Use nice words ✓ Include others	✓ Let others learn ✓ Use your inside voice	✓ Respect privacy ✓ Use the cubicle by yourself ✓ Close and lock the door	✓ Use kind words ✓ Let others learn ✓ Hands and feet to yourself	✓ Respect others ✓ Resolve conflict calmly and fairly

Behaviour Code for Students

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.

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 across the care continuum

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

The care continuum facilitates the implementation of a whole-school, prevention-focused and positive approach to behaviour support to meet the needs of all students. The care continuum includes interventions for:

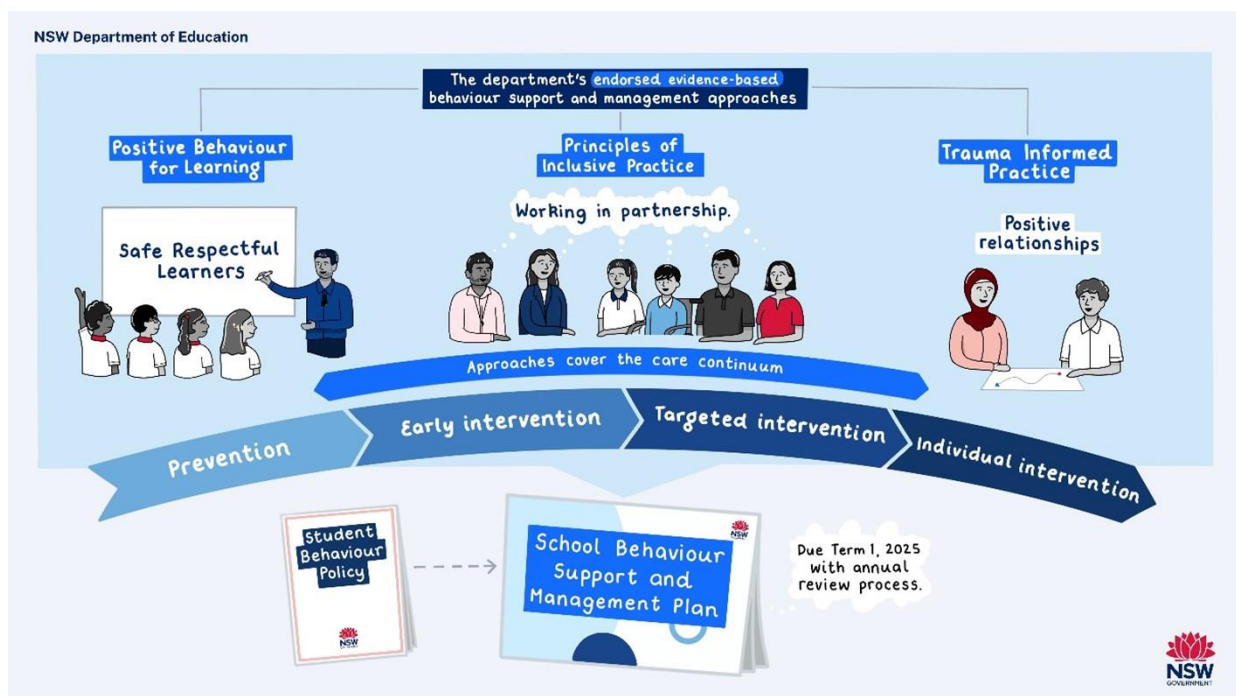
- all students – creating safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- some students – providing early intervention and targeted support for disruptive student behaviour, including students at risk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



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
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.



Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	SPS takes an educative approach towards wellbeing, behaviour and learning that incorporates explicit teaching of desired behaviours, rehearsal and reinforcement. Negative behaviour is addressed with a consistent continuum of response (prompt, redirect, reteach, provide choice, consequences).	All students
	Ready to Learn	The Ready to Learn strategy is built on The Berry Street Education Model, an effective teaching approach aimed at increasing student engagement, especially for those with complex and unmet learning needs. It improves students' self-regulation, supports their growth and enhances academic achievement for all learners. The Zones of Regulation program is a practical framework designed to help students manage their emotions and behaviours more effectively. By categorising different emotional states into four distinct "zones," it supports students in recognising and regulating their feelings, leading to improved self-control, better social interactions and enhanced overall academic performance.	All students
	Wellbeing Days	Wellbeing days such as NAIDOC day, Harmony Day, Multiculturalism Day to promote belonging and support of students' cultures, beliefs, and interests.	All students
	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.	All students
	Child Protection	Mandatory PDHPE programs used to identify safe situations and ensure students know where to seek help	All students
	Rail Safety Road Safety Water Safety	Safety instruction lessons and incursions/excursion to promote safe behaviours and upskill students in safety	All students

Care Continuum	Strategy or Program	Details	Audience
	Anti Bullying https://antibullying.nsw.gov.au	The NSW Department of Education requires all NSW Public Schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours. Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.	All students
	Peer Support	The program involves senior students being trained as Peer Leaders, and leading small groups of younger students in weekly structured sessions. This program focuses on supporting students to build their skills in empathy, resilience and develop a support network with other students.	All students
	Student Representative Council (SRC)	The Student Representative Council (SRC) involves students from Year 1 to Year 6. The SRC is a very valuable forum for student discussion with all students enthusiastically participating.	All students
	Classroom adjustments	Adjustments enable students with a disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Adjustments are actions or modifications made to enable students access to inclusive and educational content and outcomes.	All students
	Learning and Support Team	This team collects information and gives recommendations for the teachers of students who need adjustments to access the curriculum and meet their educational goals. They play a key role in meeting the specific needs of children with disability and additional learning and support needs.	Specific students with behavioural / wellbeing needs
Early intervention	Learning and Support Team	This team collects information and gives recommendations for the teachers of students who need adjustments to access the curriculum and meet their educational goals.	Specific students with behavioural /

Care Continuum	Strategy or Program	Details	Audience
		They play a key role in meeting the specific needs of children with disability and additional learning and support needs	wellbeing needs
	Transition programs	Transition to school programs focus on learning for all students moving into, within and out of the school. Specific Kindergarten/OC transitions programs are in place for new cohorts of students entering the school each year.	Specific students with behavioural / wellbeing needs
	Staff Communication Meetings (admin, stage, executive)	Principal, Assistant Principals and teachers inform staff of changes in student's situations, needs and adjustments to allow for continual student monitoring and support.	Specific students with behavioural / wellbeing needs
	Attendance support and Behaviour/ Attendance monitoring	Executive and classroom teacher referrals tracking and discussions regarding student attendance and support with office staff to confirm attendance and follow up.	Specific students with behavioural / wellbeing needs
	Behaviour Management Plan	Formal plan using the de-escalation of student behaviour scale for proactive safe behaviour management.	Specific students with behavioural / wellbeing needs
	PBL Focus Lessons	Focused PBL lessons regarding Tier 2 students who have targeted adjustments within the classroom or playground and discussed at Stage, PBL, L&ST and admin meetings	Specific students with behavioural / wellbeing needs
	Communication with parents & carers	Phone calls, emails, texts or Schoolbytes contact.	Specific students with behavioural / wellbeing needs
	Health Care Plans	Formal plan to administer medication or to keep staff aware of health needs and ensure training and action plans are up to date.	Specific students with behavioural / wellbeing needs
Targeted intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Students with target behaviour and

Care Continuum	Strategy or Program	Details	Audience
			wellbeing needs
	PBL behaviour management Plan	For students who are not following repeated instructions by the teacher.	Students with target behaviour and wellbeing needs
	Counsellor Referral	Parent/carer permission for child to access school counsellor.	Students with target behaviour and wellbeing needs
	Learning & Support coordinator and Exec team	Leads the Learning & Support team and manages Access Requests.	Students with target behaviour and wellbeing needs
	School Learning Support Officer support SLSO's	SLSO's support student with individual support, observation, adjustments and planning.	Students with specific integrated funding and individual behaviour /wellbeing needs
	PBL Tier 2 interventions	School based interventions that support Tier 2 students within the classroom and playground including – check in with students, behaviour contract, SLSO support, individual student goals and behaviour routines and adjustments within classroom and playground.	Tier 2 students identified through referrals, meetings and Schoolbytes behaviour
Individual intervention	Behaviour Support Plans Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students with complex and individual behaviour and wellbeing needs
	Allied Health Support	In-school support provided by external agencies (such as OTs and speech therapist) based on the principal's agreement and discretion.	Students with health needs (inc. NDIS) or a disability that affects

Care Continuum	Strategy or Program	Details	Audience
			wellbeing and behaviour
	Individual PBL Tier 3	Specific and contextual interventions that support Tier 3 students within the classroom and playground including – check in with students, behaviour contracts, SLSO support (funding dependant), individual student goals and behaviour routines and adjustments within the classroom and or playground.	Students with complex and individual behaviour and wellbeing needs
	<u>Part Day Exemption</u> <u>Formal Caution of Suspension</u> <u>Suspension</u>	A formal plan to assist students with transition to full day attendance. Issued for concerning or repeated behaviours which meet a certain threshold. Issued for behaviour which endangers others or at risk or repeated major behaviours. <u>Adherence to NSW DOE Behaviour Code for Students</u>	Students with complex and individual behaviour and wellbeing needs

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

Identifying behaviour of concern, including bullying and cyberbullying

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.

Sutherland 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. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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

Preventative strategies may include:

Classroom	Non-classroom setting
• Explicit teaching of expected behaviours • Seating plans • Endeavour award system • Table points • Morning circle/ ready to learn • Zones of Regulation • Role plays of expected behaviours • PBL Lessons	• Regular communication and prompts of expected behaviour • Explicit teaching of expected behaviours • PBL Lessons • Green Endeavour token

Corrective responses may include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction	• rule reminder • re-direct • offer choice • error correction

• prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carers.	• prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carers.
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PBL Continuum of Response

Calm Consistent Brief Immediate Respectful



Prompt

Provide verbal and/or visual cue. Low key responses



Redirect

Restate the expected behaviour.



Re-teach

State and demonstrate the expected behaviour. Have student demonstrate. Provide immediate feedback.



Provide choice (re-engage or have a consequence applied)

A statement of two alternatives - the preferred or desired behaviour or a less preferred choice (logical consequence). Pause after providing the choice and when the student chooses wisely, provide positive feedback

Apply logical consequence

Consequence is applied (if student does not choose desired behaviour)

Sutherland Public School's Positive Behaviour for Learning (PBL) system consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help students and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, 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. 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. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing Schoolbytes 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 Behaviour / wellbeing Schoolbytes system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. PBL, PDH and BSEM (Ready to Learn) lessons are taught weekly.	4. Teacher records on Behaviour / wellbeing Schoolbytes system by the end of 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 school's Learning and Support Team considering current and previous behaviour data. 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 contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given weekly in class and at assemblies.	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 and school counsellor.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing Schoolbytes system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with AP Wellbeing and Support Officers for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend and suspension.

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 will 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](#).

Detention, reflection and restorative practices

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 space – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (Think Sheet Reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in Behaviour / wellbeing Schoolbytes system
Alternate play plan – withdrawal from free choice play and re-allocation to reflection space for supervision due to breach of behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Assistant Principal	Documented in Behaviour / wellbeing Schoolbytes system
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in Behaviour / wellbeing Schoolbytes system

Review dates

Last review date: 6 / 2 /2025

Next review date: [Term 4, 2025]

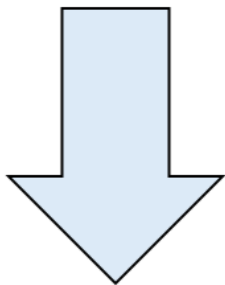
Appendix 1: Minor behaviour management flowchart

PBL Response to Minor Negative Behaviour

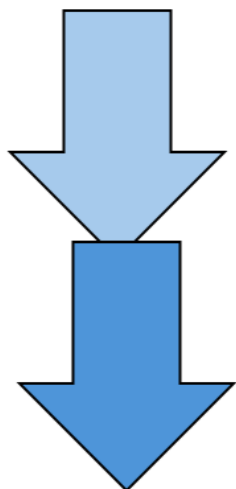


Examples of Minor Negative Behaviour			
• Call out	• Taking other's property	• Defiance	• Not returning promptly from another area
• Talking	• Swinging on chairs	• Disruptive behaviours	• Inappropriate display of affection
• Interrupting Teacher	• Use equipment unsafely	• Misuse of equipment	• Off-task when using technology
• Refuse to complete task	• Out of seat	• Talking back disobedience	• Not following teacher directions
• Work avoidance	• Inappropriate language	• Lying/dishonesty	
• Leaving room without permission		• Not sharing equipment	

Level 1 – Managed by Class Teacher	
Prompt	Provide verbal and/or visual cue. Low key responses
Redirect	Redirect the student by restating the expected behaviour
Reteach	State and demonstrate the expected behaviour. Have student demonstrate. Provide immediate feedback.
Choice	A statement of two alternatives - the preferred or desired behaviour or a less preferred choice (logical consequence). Pause after providing the choice and when the student chooses wisely, provide positive feedback
Consequence	Consequence is applied (if student does not choose desired behaviour) SEE LEVEL 2



Level 2 – Managed by Class Teacher	
In class consequence	• Record in program (consequence register) • Move to a quiet area/ Specific space to sit • Loss of privilege • Reflection time • Work/stay with teacher • Rectify situation • Complete set work IF NEGATIVE BEHAVIOUR CONTINUES SEE LEVEL 3



Level 3 – Managed by Class Teacher and buddy Class Teacher	
Buddy Class time out	Incident recorded- red book or online system • Complete set work in another learning space • Move to designated area of playground (snake seat) • Complete think sheet • Rectify situation • Parent contact IF NEGATIVE BEHAVIOUR CONTINUES SEE LEVEL 4

Level 4 – Managed by Executive	
Executive Intervention	Incident escalation recorded- red book or online system • Executive called • Reflective time out (foyer) • Task completion • Loss of privilege IF NEGATIVE BEHAVIOUR CONTINUES SEE RESPONSE TO MAJOR MISBEHAVIOUR FLOWCHART

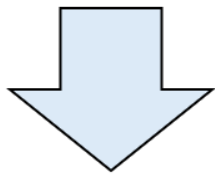
Appendix 2: Major behaviour management flowchart

PBL Response to Major Negative Behaviour



Examples of Major Negative Behaviour

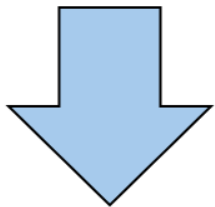
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|---|--|--|---|
| <ul style="list-style-type: none"> • Intentional Physical contact • Pushing • Punching | <ul style="list-style-type: none"> • Kicking • Biting • Scratching • Fighting • Hitting | <ul style="list-style-type: none"> • Bullying • Partial truancy • Complete truancy • Theft | <ul style="list-style-type: none"> • Vandalism • Graffiti • Weapons • Drugs • Harassment |
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Step 1 – Managed by Class Teacher / Teacher on duty

Fact Finding

Teacher to respond to incident – ensure students are safe/ receive required attention, etc. Teacher to find out what happened (may include initial consequence eg. think sheet).



Step 2 – Managed by Class Teacher / Teacher on duty

Recording

Teacher to record in red book or in behaviour management system

- Reteach
- Executive consequence
- Timeout



Step 3 – Managed by Class Teacher / Teacher on duty

Refer to Executive

Teacher to refer to Exec at next appropriate time (recess/ lunch/ RFF). If incident serious, call for Exec support immediately (use best judgement).



Step 4 – Managed by Executive

Executive Intervention

Exec to follow up/ consequence and record follow up actions in School Bytes
Exec to contact parents if required.



Step 5 – Managed by Principal

Principal Intervention

Principal involvement

- Loss of privileges
- Timeout/ Consequence
- Parent Conference
- Formal Caution or Suspension



Step 5 – Managed by Principal

Suspension

Principal involvement

- Suspension in accordance with DOE suspension procedures.

Appendix 3: Bullying Response Flowchart



SPS Process for Identifying and Addressing Tiered Behaviour Levels



Level	How to Identify	Planning/ Documentation	Adjustments and Interventions	Communication
Tier 1	Less than 3 Negative Incidents recorded in Schoolbytes within a term	Universal PBL strategies Explicit teaching of expected behaviours Negative Behaviour recorded in Schoolbytes Class Adjustments Page in teacher programs	- PBL continuum of response – prompt, redirect, reteach, choice, consequence - Endeavours/ Playground PBL counters - Class rewards - Classroom adjustments recorded in teacher programs	- Regular communication with parents of student's behaviours - Incidents recorded in Schoolbytes
Tier 2	More than 3 Negative Incidents recorded in Schoolbytes within a term	Behaviour Risk Assessment (if required – Schoolbytes) Individual Behaviour Support Plan (IBSP – Schoolbytes) PBL Team Case Management Negative Behaviour recorded in Schoolbytes	- Adjusted continuum of response - Individual behaviour cards/ rewards (playground/ desk) - Providing additional instruction and practice for behavioural, social, emotional, and academic skills. - Increasing adult support and supervision. - Providing additional opportunities for positive reinforcement. - Increasing prompts or reminders. - Increasing access to academic supports. - Increasing school-family communication. - check-in check-out (CICO) - lunchtime social skills groups (clubs) - check and connect - Mentoring - zones of regulation (S3) - SLSO support	- Regular communication with parents of student's behaviours - LaST referral to discuss behaviours - Management and Individual Behaviour Support Plans Termly - Incidents recorded in Schoolbytes

Tier 3	More than 5 Negative Incidents recorded in Schoolbytes within a term	Behaviour Risk Assessment (Schoolbytes) Individual Behaviour Support Plan (IBSP, Schoolbytes) PBL Team Case Management Negative behaviours recorded in Schoolbytes	• Individual behaviour cards/ rewards (playground/ desk) • Engaging students, educators, and families in functional behavioural assessments and intervention planning. • SLSO support • Behaviour Scaffold – Sample here • Behaviour Contracts – Sample here	• Regular communication with parents of student's behaviours • Reviewed at fortnightly LaST meeting • Meeting with parents to review Risk Management and Individual Behaviour Support Plans Termly • Referral to AP LST • Incidents recorded in Schoolbytes
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