

NSW Department of Education

School Behaviour Support and Management Plan

Yarrawarra Public School

Overview

Yarrawarra Public School (YPS) is committed to explicitly teaching and modelling positive behaviour, and supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are listed below.

The YPS Way

Yarrawarra Public School places student wellbeing as the highest priority. The YPS Way informs our Wellbeing programs with our school-wide expectations:

Be Safe;

Be Respectful;

Be an Active Learner,

and is promoted through our mascot, Yarraburra, explicit lessons, Burrabucks and other reward-based systems as outlined below.

Core Values

Yarrawarra Public School teaches the values of Responsibility, Excellence, Acceptance, Cooperation and Honesty (R-E-A-C-H). These values underpin all aspects of our school motto.

Social and Emotional Wellbeing Programs

Various evidence-based and research-based programs are incorporated to support our students' social and emotional wellbeing, such as Positive Behaviour for Learning (PBL), Got It!, Be You, Zones of Regulation, and Gotcha 4 Life. YPS Wellbeing initiatives include Mentor Teachers, and CARE Groups.

Positive Behaviour for Learning

Positive Behaviour for Learning is a whole-school framework that promotes positive behaviour across the school and helps schools develop safe and supportive learning environments.

At Yarrawarra Public School, all students are explicitly taught the expected behaviours to establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school.

Definitions

Term	Definition
Behaviour 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, developmentally appropriate behaviour.
Bullying	Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.
Detention	Detention and/or reflection is a disciplinary consequence that schools may use to address inappropriate student behaviour. Detention and reflection are applied as close as possible to the breach in behaviour. It allows the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. The student is always supervised by a staff member.
School Behaviour Support and Management Plan	An operational document that outlines school processes and practices for behaviour support and management. It must be published on the school website so it is available to all students, parents, carers and school staff.
Time-out	Teacher-directed time-out is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried. Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.

Partnership with parents and carers

Yarrawarra Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying 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.

Yarrawarra 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. Parents and carers will support their child to abide by the [Behaviour Code for Students](#), resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the [School Community Charter](#). Parents and carers will be involved in consultation with the school during the development, monitoring, and review of the School Behaviour Support and Management Plan, as appropriate.

School-wide expectations and rules

Expectation - Be Safe	Expectation - Be Respectful	Expectation - Be An Active Learner
Be in the right place at the right time	Be kind and value others	Be ready to learn
Follow all instructions	Use appropriate language	Try your best
Move safely around the school	Work cooperatively	Bring your equipment
Be mindful of others	Accept differences	Ask for help

Promoting positive student behaviour

Research suggests classroom management is most effective when teachers use preventative and responsive strategies to encourage appropriate (on task, motivated to learn, and prosocial) behaviours and reduce instances of inappropriate (disengagement from learning and disruptive) behaviours. Effective preventative strategies include creating and maintaining a positive classroom climate, using structured instruction to engage and motivate students in learning, explicitly teaching students rules and routines, using pre-corrections to remind students of appropriate behaviours, and actively monitoring the classroom. Effective responsive strategies require correcting inappropriate behaviours in a way that addresses the student’s needs, is understood by the student, is consistent, expected, calm, and proportionate to the level of inappropriate behaviour displayed. Classroom management strategies are supported by a whole school PBL approach. The expected behaviour matrices are on display across the whole school for students to regularly view and for staff to refer. The matrices explicitly teach positive behaviours and ensure a consistent language to teach and correct behaviour. Behaviour matrices are used across the whole school between students, staff and the school community.

School-wide actions – how we reinforce positive behaviour

Our school is a Positive Behaviour for Learning (PBL) school. 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 our school to improve social, emotional, behavioural and academic outcomes for students. Our school-wide actions are clear, positively stated and easy for the whole school community to understand. The core values of the school are Responsibility, Excellence, Acceptance, Cooperation and Honesty (R.E.A.C.H). The school expectations are Be Safe, Be Respectful and Be An Active Learner. These values and expectations influence how students communicate, work together, make decisions and how they learn. These values underpin all aspects of this policy.

R-E-A-C-H

- R**esponsibility To have a sense of duty towards yourself, others and the environment, and to resolve differences in constructive peaceful ways.
- E**xcellence To strive towards and beyond personal goals: academically, socially and within the community.
- A**cceptance To treat yourself and others with courtesy, respect and consideration.
- C**ooperation To work together for the common good of our school and community.
- H**onesty To be truthful, fair and accountable for actions, do what is right.



Yarrawarra Public School Classroom Setting Matrix



Expectations	Classroom Setting Actions
Be Safe	<ul style="list-style-type: none"> • Keep bags tidy and walkways clear • Line up, listen and follow instructions • Enter classroom only when teacher is present • Use equipment appropriately • Move sensibly around the classroom • Push chairs in and sit safely
Be Respectful	<ul style="list-style-type: none"> • Show respect to everyone • Share class resources and respect all property • Knock, enter and wait • Listen when others are speaking • Use manners and a calm, inside voice • Keep your workspace clean and tidy
Be An Active Learner	<ul style="list-style-type: none"> • Be on time and organised • Follow the 5 Ls • Ask questions • Try your best • Help others to be their best



Yarrawarra Public School Behaviour Actions Matrix



Expectations	Across all areas	Walkways and Stairs	Toilets	Assemblies	Canteen	Admin	Library	Playground Passive Play	Playground Court/Oval
Be Safe	<ul style="list-style-type: none"> Right place at the right time Move safely Report any problems Hands and body to self 	<ul style="list-style-type: none"> Keep to left Walk sensibly Railings are for hands 	<ul style="list-style-type: none"> Wash your hands One person per cubicle Keep water in sink 	<ul style="list-style-type: none"> Use stairs appropriately Keep hands and feet to self Leave aisle and exit points clear 	<ul style="list-style-type: none"> Wait patiently in line Move away after ordering 	<ul style="list-style-type: none"> Walk through hallway Sit sensibly while waiting for medication 	<ul style="list-style-type: none"> Walk sensibly to and from the Library Return chairs to tables Clean up area after 	<ul style="list-style-type: none"> Be SunSmart Play calmly & quietly Stay inbounds 	<ul style="list-style-type: none"> Be SunSmart Stay inbounds Be aware of your surroundings
Be Respectful	<ul style="list-style-type: none"> Treat others as I want to be treated Follow directions Use respectful language Take care of the school 	<ul style="list-style-type: none"> Respect the learning of others Use a quiet voice Maintain physical space 	<ul style="list-style-type: none"> Place paper towel in bin Respect others privacy Leave the area clean and tidy 	<ul style="list-style-type: none"> Clap appropriately Show gratitude Be respectful of special ceremonies Enter and exit quietly 	<ul style="list-style-type: none"> Eat your own food Wait your turn Use your manners Be ready to order Have correct money ready 	<ul style="list-style-type: none"> Keep voices to a minimum Wait patiently & quietly Address staff politely 	<ul style="list-style-type: none"> Use appropriate voice Handle books with care Follow adults directions 	<ul style="list-style-type: none"> Look after equipment Use polite language Be kind Keep area free from rubbish Share the space fairly Look after & return equipment 	<ul style="list-style-type: none"> Use polite language Be kind Keep area free from rubbish Share the space fairly Look after & return equipment
Be An Active Learner	<ul style="list-style-type: none"> Be an active participant Do your best Persevere Be a team player 	<ul style="list-style-type: none"> Return to class promptly Look where you are going 	<ul style="list-style-type: none"> Flush toilet after use Leave the area promptly and return to class 	<ul style="list-style-type: none"> Celebrate the achievements of others Be prepared to sit for the duration of the assembly Be an active listener 	<ul style="list-style-type: none"> Be ready to order Have correct money ready 	<ul style="list-style-type: none"> Learn where to place things to minimise interruptions. 	<ul style="list-style-type: none"> Borrow books regularly Work cooperatively with others 	<ul style="list-style-type: none"> Be inclusive Line up quickly & quietly Be a problem solver 	<ul style="list-style-type: none"> Be a good sport & play fairly Line up quickly & quietly Be inclusive Be a problem solver

Reward System

Our whole school reward system focuses on our school values (R.E.A.C.H). Students are responsible for keeping and trading in their awards at the office to achieve the next level of achievement.

Fast and Frequent Rewards

- Burrabucks are small tokens awarded to students in class and on the playground for positive behaviour. Burrabucks are placed in the PBL Rewards Tube in the colour of the student’s assigned house team (Bradman = green, Freeman = red, Thorpe = blue). The team that received the most Burrabucks in the term participates in the PBL Rewards Day at the end of the term to celebrate their achievement.
- Lucky Chance Cards are awarded to students who are demonstrating the school values. Lucky Chance Cards need to be completed with the student’s name and class and put into the letterbox on the admin building near the lost property box. At our fortnightly assemblies, one Lucky Chance winner is drawn out of a hat and they receive either a Zooper Dooper or a YPS hair ribbon.

School Award System

- Achievement Cards are handed out by teachers in class for outstanding class work. Once a child has 4 Achievement Cards, they can be handed in at the office to be converted into a Bronze Award.
- Bronze Awards are also handed out by class teachers fortnightly in our regular K-6 assembly. Once a student has 4 Bronze Awards, they may trade them in at the office for a Silver Award.
- 4 Silver Awards can be traded at the office for a Gold Award. Gold Award winners have their photograph taken and put in the newsletter.
- 2 Gold Awards result in achieving the highest level of our awards system - a Principal’s Honour Award. Principal’s Honour Award winners are photographed with the principal and celebrated in the newsletter. Their photo is also displayed in the office.



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](#) is translated into [multiple languages](#). At the start of each year and each term, students are explicitly taught the Behaviour code for students to ensure they understand what is expected and to support restorative conversations if required.

Whole School Approach Across the Care Continuum

We support all students through our partnerships and across the Care Continuum.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Zones of Regulation	The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others.	Whole School

Care Continuum	Strategy or Program	Details	Audience
		<p>The Zones of Regulation provides a common language to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development.</p> <p>The Zones of Regulation creates a systematic approach to teach regulation by categorising all the different ways we feel and states of alertness we experience into four concrete colored zones. Students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self.</p> <p>The Zones of Regulation curriculum incorporates numerous visual prompts to support students in identifying their feelings/level of alertness, understanding how their behavior impacts outcomes, problem solving conflicts and learning what tools they can use to regulate their Zones.</p>	
Prevention	Mentor Staff Members	<p>At the commencement of each school year, students K-6 are given the opportunity to select 2 members of staff as their “Mentor Staff”. These staff members regularly check in with their mentees to provide advice, support and assistance, to help students fulfil their potential. Students may also seek out their Mentor Staff Member during times of need. Positive student/teacher relationships can protect children from becoming disengaged and deescalate disruptive behaviour.</p>	Whole School
Prevention	CARE Groups	<p>Every student belongs to a CARE (Caring (for) And Respecting Everyone) Group, comprised of a range of students from K-6 and facilitated by a Mentor Staff member. CARE Groups meet regularly on a fortnightly basis. Mentor Staff implement an essential social and emotional program for students to build social skills and emotional health, encouraging a transference of skills from the classroom to the playground. The groups focus on skills such as resilience, mindfulness, self-awareness, and create opportunities for students from different grades to build friendships and support networks.</p>	Whole School
Prevention	The Kindness Curriculum	<p>The Kindness Curriculum, aligned to the Personal and Social Capabilities elements, is implemented through fortnightly CARE Groups. The Kindness Curriculum teaches the overarching concept of kindness through carefully designed activities that allow students to work together to build the</p>	Whole School

Care Continuum	Strategy or Program	Details	Audience
		attributes of empathy, gratitude, perspective, honesty, self-compassion, self-acceptance, humility, collaboration, mindfulness, mediation, trust, affiliation and humour.	
Prevention	Yarn Up	A cultural workshop program at our school which has a strong cultural focus and is designed to develop connections with students, families and communities. Culturally responsive programs create caring and respectful relationships across the school.	Offered whole-school but elected participation Families Community Aboriginal and Torres Strait Islander school community members
Prevention	Partnership with the NSW AECG Inc	Our school works in partnership with the Sutherland Aboriginal Education Consultative Group (AECG), the Partnership Agreement, Connecting to Country, professional development and local representatives. Through these, support programs are developed aimed at connection to Country and community for First Nations young people.	Staff Aboriginal and Torres Strait Islander students and families and community members
Prevention	Buddies	As part of our Kindergarten Orientation program, children are assigned a senior student to be their Buddy. The senior students will meet and get to know their Buddy when they commence Kindergarten, and are a good support for Kindergarten students throughout their first year at school. Senior students model school values, rules and expectations, helping Kindergarten students feel a sense of belonging.	Kindergarten / Stage 3 students
Prevention	Tell Them From Me / Student Voice	Our students in Years 4-6 complete the Tell Them From Me survey twice a year. This survey provides staff with vital information in regards to students' social-emotional wellbeing, such as, if they feel a positive sense of belonging, have positive peer / teacher relationships, and whether they perceive that they get in trouble for disruptive or inappropriate behaviour at school. Other areas reported on are percentages of students who are subject to bullying, if they know who to turn to if they are experiencing bullying, advocacy at school and if students understand that there are clear rules and expectations for classroom behaviour. Parents and staff are also invited to participate in the Tell Them From Me survey once a year. All data is used by the	Years 4-6 students Staff Parents

Care Continuum	Strategy or Program	Details	Audience
		executive to make change and support students in the areas flagged.	
Prevention	Be You	Be You - Beyond Blue is the national mental health in education initiative that provides schools with advice and professional learning to develop mentally healthy communities. The YPS Be You Action Team works closely with a Be You consultant to identify areas of need in the school and assists with the implementation of strategies to support targeted areas. Be You links schools with local services and provides assistance post-crisis.	Whole School
Prevention	Trauma Informed Practice	Teachers are trained in Trauma Informed Practice to improve learning outcomes and wellbeing. Childhood trauma, causes and their impact is understood so that staff can assist impacted students.	Staff
Prevention	Actions/ Values Explicit Teaching	Explicit teaching of the school values and specific skills including behaviour expectations and social skills are taught by classroom teachers and staff in the playground and other settings, such as assemblies. The YPS Way is two full weeks of explicit teaching / lessons at the start of the year that set our students up for success in demonstrating school expectations and values.	
Prevention	Extra Curricular	Our school offers many and varied extra curricular activities for our students to form strong social bonds across the school, with peers who have similar interests. Examples are: chess, dance, choir, debating, public speaking, Night of Notables, Run Club, Boot Camp, Art club, Play club, Library club etc.	Whole school
Early intervention	Got It!	Got It! (Getting on Track In Time!) is a specialised early intervention program for students K-2 who display emerging mental health and/or conduct problems. The program is delivered weekly by the Got It! team, comprised of clinicians from NSW Health, and a staff member. The Got It! program works closely with students and their family over a 10-week intervention block, with a long-term follow-up component.	K-2 students Families Staff
Early Intervention	School Psychologist	Our school psychologist provides a counselling service to individuals or groups of students on a weekly basis. Students are referred to the school psychologist through the Learning and Support Team, or directly through parents. The school psychologist is available on Wednesdays.	Whole school

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	PBL Tier 1	PBL Tier 1 schoolwide and classroom systems of support 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.	Whole school
Early Intervention	Classroom Traffic Light System	The Classroom Traffic Lights is a visual behavioural prompt that reinforces positive behaviour in the classroom. It serves as a visual reminder to demonstrate prosocial behaviours necessary for learning in the classroom, and provides students with the opportunity to correct their behaviour.	Whole school
Early Intervention	CARE Groups	Specific CARE Group lessons will target areas of need that the school has identified through data- TTFM, Sentral etc. These lessons will focus on behaviours that will lead to more positive behaviors in the school community.	Staff, students
Early Intervention	Buddies	When appropriate, students with specific needs will be allocated to a Year 6 buddy that is a particularly good role model that will best suit the needs of their buddy.	Staff, particular students
Targeted intervention	Zones of Regulation	The Zones of Regulation framework is used in the classroom and playground settings to revise and reteach the concepts of the zones to small groups of students or individual students who need support to regulate their emotions or behaviour. Teachers refer to classroom posters as a guide for students and may reteach building skills in emotional and sensory regulation, executive functioning, and social cognition to small groups as required.	Staff, small groups of students
Targeted intervention	Lunchtime Clubs	Students voluntarily participate in SLSO facilitated clubs at lunchtime and recess. SLSOs offer a variety of supervised activities including bootcamp and fitness groups, small world imaginative play, expressive arts and creative groups, problem solving, puzzles and board games. SLSOs model and encourage prosocial language and behaviours necessary for establishing and maintaining relationships with peers.	SLSO's, specific student groups
Targeted intervention	Social Groups	Our school psychologist provides weekly social skills therapy to targeted groups of students. Students included in this Social Group are nominated by parents/carers and teachers.	School Psychologist, specific student groups
Targeted intervention	PBL Tier 2	PBL Tier 2 intervention includes mentoring and reteaching positive behaviours to a small group of students and/or students with additional needs, who have difficulty	PBL team, specific student

Care Continuum	Strategy or Program	Details	Audience
		choosing appropriate behaviour. This aims to reduce the occurrences of inappropriate behaviour before it becomes chronic, encourages positive behaviour and teaches social-emotional skills.	groups, teachers
Targeted intervention	Restorative Groups	Students attend a Restorative Group session following conflict that has arisen in the classroom or on the playground. The Restorative Group session implements strategies to restore positive relationships and solve interpersonal issues. Restorative practices include problem-solving conversations and separating the behaviour from the person.	Executive, specific student groups
Targeted intervention	Learning and Support	The Learning and Support team work shoulder to shoulder with teachers, students and families to support those students who require personalised learning and support plans or pathways. Strategies include, instructional leadership, development of risk assessments and behaviour support plans, and the development of short- and long-term goals.	Student groups, families, staff
Targeted intervention	Police Youth Liaison Officers	Discussion sessions about specific areas of need- Social Media/ Cyber Safety. This discussion is targeted to Stage 3 students.	Teachers, specific student groups
Targeted intervention	Be You	Be You - Beyond Blue is the national mental health in education initiative that provides schools with advice and professional learning to develop mentally healthy communities. The YPS Be You Action Team works closely with a Be You consultant to identify areas of need for groups of students and assists with the implementation of strategies to support these students. Be You links schools with local services and provides assistance post-crisis.	Student groups, families, staff
Individual intervention	Zones of Regulation	The Zones of Regulation framework is used in the classroom and playground settings to explicitly reteach the concepts of the zones to individual students School Behaviour Support and Management Plan who need one-on-one support to regulate their emotions or behaviour. Teachers provide students with visual aids such as personal zones 'flip-charts' for their pencil case or pocket to help them identify and communicate the emotion and zone they are experiencing. Staff support may include discussing and reflecting on the zone, practising calm-down techniques, short breaks to reset, a positive sensory activity or SLSO support.	Individual students, staff
Individual Intervention	Support from Delivery	For example, Out of Home Care teacher, Assistant Principal Learning and Support, Behaviour Specialists and external agencies such as paediatricians or psychologists. The	Individual students, staff, delivery

Care Continuum	Strategy or Program	Details	Audience
	Support Team members	<p>Delivery Support Team works in conjunction with the Learning and Support</p> <p>Team to:</p> <ul style="list-style-type: none"> ● develop appropriate behaviour expectations and strategies with other staff members ● monitor the impact of support for individual students through continuous data collection ● provide consistent strategies and adjustments outlined within an individual student support plan 	support team, learning support team
Individual Intervention	Functional Behaviour Assessment	Staff will conduct a functional behaviour assessment and identify the function of behaviour as required to implement appropriate interventions.	Individual students, staff
Individual Intervention	Risk Management	As part of a PLaSP, the Learning and Support Teacher works directly with the parents, principal and classroom teacher, to devise a risk management plan in order to increase student safety and maximise student engagement in learning.	LaST, Principal, Teacher, Parents
Individual Intervention	Health Care Plans	As part of a Health Care Plan, the SAM/SAO works in tandem with the Learning and Support Teacher to support the parents, principal and classroom teacher. Together they create a suitable Health Care Plan which ensures student safety and maximises the student's engagement in learning.	Administration , LaST, Principal, Teacher, Parents, allied health professionals
Individual Intervention	Reflection Space	This problem-solving, restorative justice approach is used to assist students in identifying alternative acceptable behaviours. This will include students collaboratively developing goals with teachers to assist them in maintaining relationships while resolving conflict. It provides an opportunity for students to receive more support to learn and practice expected behaviours.	Individual students, executive staff, teachers
Individual Intervention	Check In/ reflection Cards	Students have a card/monitoring device that they refer to as a guide to how they are feeling/reacting to issues that may affect their behaviour. Classroom teachers check in with students multiple times per day and coach students in how they could be reacting.	Individual students, class teachers, executive staff
Individual Intervention	Be You	Be You - Beyond Blue is the national mental health in education initiative that provides schools with advice and professional learning to develop mentally healthy communities. The YPS Be You Action Team works closely	Individual students, staff, executive staff

Care Continuum	Strategy or Program	Details	Audience
		with a Be You consultant to identify areas of need for individual students or families in crisis and assists with the implementation of strategies to support these individuals. Be You links schools with local services and provides assistance post-crisis.	
Individual Intervention	School Psychologist	Based on LST and parent referrals, the School Psychologist will consult with individual students with high needs and create a specific advice and programs to ensure these students are given the best chance of success in their schooling	School Psychologist, LST, specific students
Individual Intervention	Lunchtime Clubs	Students are selected to participate in SLSO facilitated clubs at lunchtime and recess. SLSOs offer a variety of supervised activities including bootcamp and fitness groups, small world imaginative play, expressive arts and creative groups, problem solving, puzzles and board games. SLSOs model and encourage prosocial language and behaviours necessary for establishing and maintaining relationships with peers. Individual students may be selected after referral to the Learning Support Team, and in consultation with families, in order to specifically target the positive development of social skills and emotional regulation.	SLSO's, individual students, executive staff, LaST, Learning Support Team
Individual Intervention	Learning and Support	Students with specific needs and funding will have PLP's created that focus on their individual circumstances and how to best create a successful learning pathway for the year ahead. School resources are then allocated to best support the plan	LST, individual students, SLSO's classroom teachers, Executive
Individual Intervention	Restorative Sessions	After repeated interventions, students requiring intensive support will spend time in the Reflection Space. Here they will reflect on their behaviour and discuss with a member of the executive how they could make adjustments to how they interact with others and how they respond to incidents. Students will leave with a plan on how to best handle future incidents	Executive, specific students

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

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.

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. See Appendix 1.

Yarrawarra 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, online behaviours, 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 with ample supporting evidence or on 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 age-appropriate social media, mobile devices and/or other technology involving another student or staff member. *

*Most social media services currently have a minimum age requirement of 13 for account holders.
-eSafety Commissioner 20/12/24

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 (major or critical).
- Corrective responses are recorded on School Bytes. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> · rule reminder · re-direct · offer choice · error correction · prompts · reteach · seat change · attend buddy classroom · stay in at break to discuss/ complete work · conference · reflection and restorative practices · communication with parent/carer. 	<ul style="list-style-type: none"> · rule reminder · re-direct · offer choice · error correction · prompts · reteach · play or playground re-direction · walk with teacher · reflection and restorative practices · communication with parent/carer.

Yarrawarra Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL, the YPS Way, CARE Groups, and Zones of Regulation lessons consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and, as they develop mastery, they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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

- help 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 are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. PBL signage is strategically placed around the school to reiterate expected behaviours. YPS Way lessons and CARE Groups explicitly teach expectations. Students are acknowledged for meeting school-wide expectations.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Use School Staff Communication System 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.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. Fast and Frequent reward systems are in place. Burrabucks are used to acknowledge and reward the school values and expectations.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> - fast and frequent: Burrabucks. - moderate and intermittent: Lucky Chance cards and Achievement Cards. - significant and infrequent: Bronze, Silver, Gold, Principal Honour and REACH awards. <p>Significant and infrequent reinforcers are recorded on School Bytes.</p>	<p>3. Use direct responses e.g. expectation 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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g. formal caution or suspension.</p>

4. Social emotional learning lessons are taught fortnightly through CARE Groups.	4. Teacher records on School Bytes 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 at fortnightly school 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, 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, are recorded on School Bytes. Responses may include:

- review and document incident, including witness statements
- 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 behaviour plans, including restorative justice practices and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- 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.

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 school technology per the YPS Technology Policy.

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 on school grounds,

including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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

The Reflection Space (Assistant Principal Office) is used for students to have planned interventions and to allow students opportunities to reflect on and regulate emotions and behaviour. Reflection sessions are facilitated by an Assistant Principal (AP) and a School Learning Support Officer (SLSO) who lead a discussion on the behaviour of concern, the impact their behaviour had on the student and others, and plan for future restorative practices. A Reflection sheet is completed by the student and scanned into SchoolBytes. There are at least two adults in the room with the student to maintain child protection standards. Toilet and food breaks are always offered and included during Reflection time. The maximum length of time will be appropriate to the age/developmental level of the student, and the frequency of attendance at Reflection sessions.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Space – a structured debriefing and planning after a crisis event or behaviour/s of concern with an individual student (reflection)	Next day at lunch break from 11:20 - 11:45am	Assistant Principal and SLSO	Documented in School Bytes
Recurrent Reflection sessions for similar behaviour/s of concern within a fortnight- Student attends first Reflection session with AP and SLSO. Second and subsequent Reflection sessions are held with student and AP/LaST to explicitly reteach schoolwide behaviour expectations.	Next day at lunch break from 11:20 - 11:45am, and at recess break from 2:00-2:20pm.	Assistant Principal / LaST	Documented in School Bytes
Alternate play plan – withdrawal from free choice play at lunch. Students directed to walk with a duty teacher or given an area in which they must remain for a duration of the play period. Some students may be required to attend a lunchtime clubs to establish new connections and develop prosocial skills.	Next break or as required	Assistant Principal/LaST	Communicated to duty teacher and prior incident/s recorded in School Bytes

School Behaviour Support and Management Plan

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal/LaST/Principal	Documented in School Bytes

School Anti-Bullying Plan

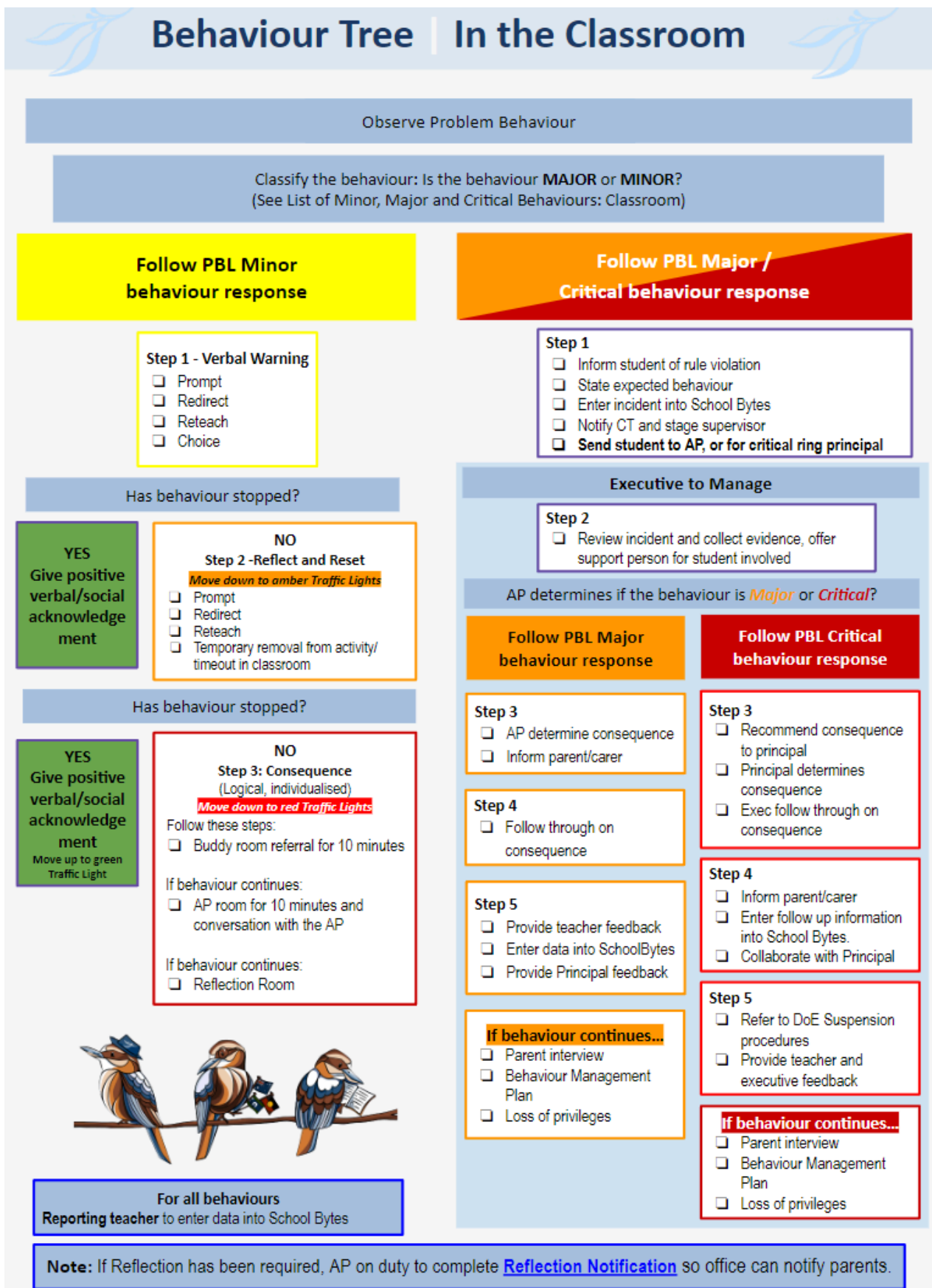
Refer to the school's anti-bullying plan on our [website](#). Also refer to the [Student Behaviour Policy](#).

Review dates

Last review date: Term 3, 2025

Next review date: Term 3, 2026

Reviewed and endorsed by: P&C President and Committee 2025



Behaviour Tree | In the Playground

Observe Problem Behaviour

Classify the behaviour: Is the behaviour **MAJOR** or **MINOR**?
(See List of Minor, Major and Critical Behaviours: Playground)

Follow PBL Minor behaviour response

Step 1 - Verbal Warning

- Prompt
- Redirect
- Reteach
- Choice

Has behaviour stopped?

YES
Give positive verbal/social acknowledgement

NO Step 2 - Reflect and Reset

- Prompt
- Redirect
- Reteach
- Temporary removal from activity/ timeout **walking** with duty teacher

Has behaviour stopped?

YES
Give positive verbal/social acknowledgement

NO Step 3: Consequence (Logical, individualised)

- Follow these steps:
- Call the stage AP
- If behaviour continues:
- AP room for 10 minutes and conversation with the AP
 - Student is released
- If behaviour continues:
- Student is placed on reflection



For all behaviours
Reporting teacher to enter data into School Bytes

Follow PBL Major / Critical behaviour response

Step 1

- Inform student of rule violation
- State expected behaviour
- Enter incident into School Bytes
- Notify CT and stage supervisor
- Send student to AP, or for critical ring principal**

Executive to Manage

Step 2

- Review incident

AP determines if the behaviour is *Major* or *Critical*?

Follow PBL Major behaviour response

Step 3

- Determine consequence
- Inform parent/carer

Step 4

- Follow through on consequence

Step 5

- Provide teacher feedback
- Enter data into SchoolBytes
- Provide Principal feedback

If behaviour continues...

- Parent interview
- Behaviour Management Plan
- Loss of privileges

Follow PBL Critical behaviour response

Step 3

- Recommend consequence to principal
- Principal determines consequence
- Exec follow through on consequence

Step 4

- Inform parent/carer
- Enter follow up information into School Bytes.
- Collaborate with Principal

Step 5

- Refer to DoE Suspension procedures
- Provide teacher and executive feedback

If behaviour continues...

- Parent interview
- Behaviour Management Plan
- Loss of privileges

Note: If Reflection has been required, AP on duty to complete [Reflection Notification](#) so office can notify parents.

Appendix 2: Bullying Response Flowchart

