Yeoval Central School
School Behaviour Support
and
Management Plan
2025

PLAN OVERVIEW

Yeoval Central School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

At Yeoval Central School, every student and staff member has the right and responsibility to learn and work in an environment that is:

- Inclusive
- Safe and secure
- Free from bullying, harassment, intimidation and victimisation

This School *Behaviour Support and Management Plan* clearly outlines the consequences for unacceptable behaviour so that all students, parents and staff are aware of the high expectations held by Yeoval Central School.

Expected behaviour includes, and is not limited to classes, playground, excursions, sports, scripture, online lessons and in the community.

The key principles embedded in our procedure include:

- Positive relationships are the foundation of any classroom-based approach to positive behaviour supports. They are the key to a safe and caring classroom climate that invites and supports positive behaviour and skilled problem solving
- The key to any behaviour management system is a focus on preventing the development of new cases of problem behaviours
- Prevention occurs with the creation of a positive classroom environment that
    - Meets the learning needs of all students
    - Develops a sense of community
    - Establishes and maintains positive relationships
    - Values all students
- The best behaviour intervention occurs when the problem behaviour is not happening
- Incorporating the principles of procedural fairness.

Our PBL Focus Areas/School Values:

1. Respect
2. Responsibility
3. Cooperation

PARTNERSHIP WITH PARENTS AND CARERS

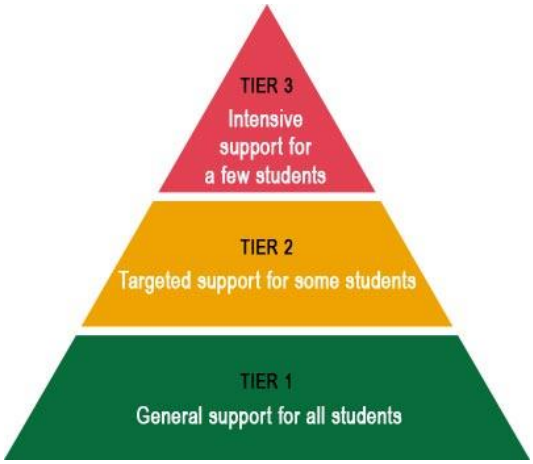
Yeoval Central School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- using concerns raised through complaints procedures to review school systems, data and practices.

Yeoval Central School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the Behaviour support toolkit.

Parent/Caregiver Important Document Links
Behaviour code for students
DoE Care Continuum
DoE Inclusive Education for students with disability
DoE Restrictive Practices
DoE School Behaviour Support and Management Plan
DoE Student Behaviour Policy and Procedure
Detention and Time Out Procedure
YCS Anti-Bullying Procedure

THREE TIERS OF INTERVENTIONS – A LAYERED SUPPORT FRAMEWORK



POSITIVE BEHAVIOUR AND SCHOOL-WIDE EXPECTATIONS

Yeoval Central School is proudly a Positive Behaviour for Learning (PBL) school. PBL is a comprehensive, integrated whole school approach to student wellbeing and behaviour. It is an educational process that brings together the whole-school community to contribute to developing a safe and supportive learning culture that improves the social, emotional, behavioural and academic outcomes for all children and young people

	Respect	Responsibility	Cooperation
Classroom	Speak politely, remember please and thank you Wear school uniform with pride Follow instructions, first time. Positive body language Respectful language Keep hands to yourself Think before you act Respect others' right to learn	Be prepared with equipment & belongings Right place right time Complete all tasks on time Be honest Use equipment properly Do your best work, always present your personal best Report problems to the teacher Be punctual to class and school all the time	Follow instructions first time Work collaboratively and willingly with others Share resources Move promptly between classes Be helpful Be an active listener
Playground	Care for equipment Accept decision of staff and students. Respect people's space and privacy Respectful language Show sportsmanship Include others, be inclusive of all Show respect for the natural environment	Rubbish in bin Stay in bounds in designated areas Play safe Wear a hat Ask before using other people's things Think twice, act once Report problems to the teacher Use toilet facilities appropriately	Join in and include others in games Be aware of others, share space with others Play fair and show good sportsmanship Move promptly to class Follow rules of game Stay in bounds in designated areas

Extra-Curricular	Wear uniform with pride Use manners remember please and thank you Follow rules in different locations Remain seated while traveling.	Follow all directions and instructions Take care of your belongings Think before you act Use good manners: remember 'please' and 'thank you' Be considerate Notes and money in on time	Work willingly and collaboratively with others Be helpful Use good manners: remember 'please' and 'thank you' Be considerate of others Turn up on time Report problems to relevant person. e.g. Teacher, Bus Driver

PROMOTING AND REINFORCING POSITIVE STUDENT BEHAVIOUR AND SCHOOL-WIDE EXPECTATIONS

At Yeoval Central School we believe that all students have the right to be known, valued and cared for. They should feel safe, secure and happy in the school environment, and achieve their personal best in academic, sporting and cultural activities. Our PBL values and matrix provide the cornerstone for promoting and reinforcing positive student behaviours whilst our commendation system reinforces and recognises student achievement in the following areas: Academic, Sporting, School and Community Service, Extra Curricular and Citizenship.

Area of Recognition	Examples
Academic	Consistent effort Improvement Outstanding work/results Participation in external competitions
Sporting	Representation in team/individual sports, Excellent participation Sportsmanship, teamwork, improvement.
School & Community Service	Participating in community events – e.g. ANZAC Day, Red Cross, helping at school, peer support, SRC projects, fundraising, organising events, leadership.
Extra- Curricular	Non-sporting competitions, e.g. debating, chess, public speaking, environmental activities, school grounds, agriculture plot.
Citizenship Award	Students, staff or community members nominate another student or staff member for being a caring responsible citizen, e.g. kindness to others, generosity, thoughtfulness, helping others Presented by a student on assembly. All members of the community can nominate for this award through the office.

Students work progressively through five levels of awards - Bronze, Silver, Gold, Platinum and Commendation. The number of merits for each level is a cumulative total, building on the merits gained in the previous level. A record of student progress is maintained at the school office, with certificates issued at our weekly assemblies. Students are able to check their progress at any time.

Student leadership and student voice at Yeoval Central School is in the form of an active student representative council (SRC) led by our primary and secondary school captains. The student body elects two primary representatives from Years 3 – 6 and 4 secondary representatives nominated from Years 7 – 12. Student representatives provide a student voice in school decision making, organise fundraising events and host annual support days such as ‘Bullying - No Way National Day of Action’ and ‘Safer Internet Day’.

WHOLE SCHOOL APPROACH TO PREVENT AND RESPOND TO STUDENT BEHAVIOUR

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 cyberbullying behaviour.

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

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- 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 students.

TIER 1 – PREVENTATIVE INTERVENTIONS AND UNIVERSALS

FOR ALL STUDENTS

Care Continuum	Intervention	Details	Audience
Prevention	**Positive Behaviour For Learning (PBL) Framework- Universal Language and Expectations**	• The PBL framework of consistent language and clearly defined expectations in all settings (classroom, playground and extra curricular) • School language and expectations are built around our PBL values of 'Respect, Responsibility, Cooperation. • PBL focus areas are embedded in daily roll call activities and signage in classrooms and are explicitly taught as part of wellbeing lessons. • The Resilience Project	Whole School
	Explicit Teaching of Expected Behaviours	• School expectations are reinforced through 'free and frequent' acknowledgement (Eagles) • School wide consistent signage and language reinforces target behaviours across all settings • Staff model school values and reinforce student behaviour by providing regular opportunities for practice and using PBL reinforcers.	Whole School
	Positive reinforcement, programs and acknowledgement	• Eat & Go- all students are offered breakfast each morning to ensure they have a nutritious start to the morning.	Students

		• Circle time/ check in/ check outs- 'Life Skills Go' check in Primary, circle time check in and check outs supported by the Stronger Smarter philosophy. • Aboriginal Education Team/ AEO- ensuring ongoing commitment to meeting the needs of Aboriginal students. • Stephanie Alexander 'Kitchen Garden' project- promoting positive eating habits. • Therapy dog- provides emotional support, builds empathy and fosters responsibility in our students. • Volunteering opportunities- weekly visits to improve community connections and develop genuine empathy and respect. • UPLIFT- physical wellbeing and fitness program. • Tangible reinforcers- Eagles, good news letters, parent contact, student of the week, PBL student of the week, attendance awards, class of the term, citizenship awards, sports assembly, GEM awards. • Soul Shine- run by our youth worker, activities to build connection and belonging.	

TIER II – EARLY OR TARGETED INTERVENTIONS

FOR SOME STUDENTS

Care Continuum	Intervention	Details	Audience
Early Intervention	**Transition**	Interventions begin at student transition to YCS through strong and effective partnerships with our preschool and other local primary schools. Early transition structures are established for students who require extra time to adjust to a change of school. Year 7 transition and our Little Eagles programs are comprehensive programs to support students to settle into our school. A transition advisor is responsible for implementing transition processes from preschool to post school, including providing comprehensive support for subject selections at key transition points, developing career transition plans for Stage 6, and liaising with external agencies to promote a vast variety of post school options, including school-based apprenticeships. Regular work experience opportunities are provided for Stage 5 and 6 students.	Students preschool-post school
	Behaviour Learning and Support	Some students require early and targeted interventions to support their behaviour and educational progress. The school's application of the care continuum ensures that proactive interventions are utilised responsively by teaching and learning staff. -The Learning and Support Team leads targeted support for students who require additional assistance. LST Procedures -Pastoral Care- our youth worker is an essential support to our students, staff and community. The youth worker runs programs such as 'Soul Shine', 'Seasons of Growth' and sand play therapy. They also provide individualised support for students and their families as needed.	Some students

Targeted Intervention	**School/ external wellbeing programs**	-The Resilience Project is a whole school wellbeing program focusing on the three key pillars that have been proven to cultivate positive emotion; Gratitude, Empathy, and Mindfulness (GEM), with Emotional Literacy being a foundational skill to practise these strategies. -Weekly wellbeing lessons- weekly wellbeing lessons are implemented to improve student wellbeing. In 2025 wellbeing time will be used for the Resilience Project.	Whole School Year Advisers
	External agency and contact support	Some students and families require support beyond our school. This includes engaging organisations such as headspace, working with out of home care organisations, and Commonwealth psychosocial support programs. WHIN – Our school also utilises the services of a Wellbeing and Health Inreach Nurse one day a fortnight who works closely with families who require additional support.	Learning and Support Team
	Classroom management strategies and routines	Staff are trained in behaviour management practices that are aligned with the Positive Behaviour for Learning (PBL) and Trauma Informed Practices that provide an effective blend of strategies, routines and interventions that address age appropriate mis-behaviour and encourage positive student behaviours. Staff understand that behaviour is communication. Staff communicate regularly with families to ensure all key stakeholders are involved in the educational development of every student. Some interventions may include: - classroom teacher- behaviour monitoring, differentiation and learning adjustments, parent contact, meetings and interviews, restorative conversations, and reflections, LST referrals -PBL universal language and explicit teaching of expectations.	All Staff Staff and families Classroom Teacher
	Executive Support	Teaching and learning is supported by the executive team via: behaviour monitoring, support, parent carer contact for major and repeated incidents, restorative conversations, reflection rooms, LST referrals, referral to Anti Racism Contact Officer (ARCO), PBL coach referrals.	Executive Team

TIER III – INDIVIDUAL INTERVENTIONS

FOR FEW STUDENTS

Care Continuum	Intervention	Details	Audience
Individual Interventions	**Attendance Administration**	Attendance Procedures and Flowchart	As per procedures
	Behaviour, Learning and Support	Occasionally, some students require more individualised and targeted intervention to support their behaviour and educational progress. Yeoval Central School's application of the care continuum ensures that proactive interventions are utilised by teaching and learning staff. Following a referral to the Learning Support Team or from the executive to the PBL coach, interventions may include; access request for integration funding support (IFS), functional behaviour assessment (FBA), referral to the school counsellor or youth worker, PBL coach intervention and support.	Whole School
	Year Advisor Interventions	The first point of contact is the year adviser who is responsible for the coordination and initial management of student and/or parent/ caregiver learning or wellbeing concerns. They provide support and advocate for the student to ensure they are linked with the appropriate learning and wellbeing support interventions. The Year Adviser proactively addresses emerging or repeated social and emotional behaviours of concern through student mediation, parent/ caregiver contact and restorative conversations. Link to Year Advisor Role Statement	Students

	Wellbeing Health Inreach Nurse	Yeoval Central School has access to a Wellbeing Health Inreach Nurse who works in partnership with NSW Health. They work closely with the school, local health and social services. They can support with mental health, social and behavioural support, physical health and peer or family relationships.	Students and families
	Risk Management, Student Behaviour Support Plans, Personalised Learning Support Plans	Students may require individual interventions to support them to be successful in the classroom and playground. These plans will be developed under the guidance of the learning and support team.	Students

DETENTION, REFLECTION AND RESTORATIVE PRACTICES

<table>
<tr><th>PROGRAM</th><th colspan="4">DETAILS</th><th>AUDIENCE</th></tr>
<tr><td>GUIDELINES FOR DETENTION AND TIMEOUT</td><td colspan="4">• 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.
• Detention and reflection rooms are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour, review expectations and coach prosocial skills.
• The student is always supervised in the room by at least one adult and the student is not left alone at any time.
• Detention and reflection should never take place in rooms where doors that are blocked, locked or closed in any way that prevents a student from freely leaving the space.</td><td>Parents and caregivers
All Staff</td></tr>
<tr><td rowspan="2">RESTORATIVE INTERVIEWS</td><td>DETAILS</td><td>APPLICATION</td><td>DURATION AND GUIDELINES</td><td>APPROVED STAFF</td><td rowspan="2">Students,
parents and
caregivers.
All staff</td></tr>
<tr><td>• The school utilises restorative interviews to discuss student behaviours of concern and complete unfinished learning tasks and activities.
• Restorative interviews can also be used for student:
- Continued disobedience.
- Non-compliance of school rules and expectations.
- Refusal to follow instructions.
- Unsafe or dangerous behaviours.
- Tier II or III behaviour or wellbeing program.</td><td>Restorative interviews will be utilised by approved staff:
- Before school (in negotiation with parent/caregivers).
- During breaks (recess and lunch).
- During timetabled lessons.</td><td>• Interviews will vary depending on the student, setting, behaviour(s) of concern and context.
• Restorative interviews can usually be completed within a 30-45 minute timeframe.
• Restorative interventions are recorded on SENTRAL.</td><td>• Classroom teacher
• Head Teacher Secondary Studies.
Assistant Principal,
Principal</td></tr>
</table>

	• Restorative interviews are conducted using restorative practices in a calm, supportive manner that: - Provide a clear focus and an agreed understanding on the behaviour(s) of concern. - Mediate and repair the student / teacher relationship. - Establish an agreed understanding that the behaviour(s) were unacceptable and teach/review appropriate prosocial skill to replace behaviour of concern. - Communicate the strategies and interventions that will be implemented to support the student. - Make clear the potential consequences and implications of continued behaviour(s) of concern.				
RESTORATIVE PRACTICES	Staff are trained in behaviour management practices that are aligned with Positive Behaviour for Learning (PBL), Trauma Informed Practices and Restorative Practices that provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage positive student behaviours in all school settings. • Staff use restorative language, phrasing and questioning when addressing a student exhibiting behaviour(s) of concern in a calm, understanding and supportive demeanour that reinforces the Student Behaviour Code.				All Staff
REFLECTION ROOM	• Occasionally, students who display behaviour(s) of concern may require more individualised and targeted support interventions. These students will be provided with additional reteaching time through the use of the reflection room which operates during recess and lunch breaks at the discretion of the executive. • The purpose of this intervention is to formalise regular behaviour monitoring with a classroom teacher and school executive. This added layer of support compliments existing Tier II and III interventions whilst reinforcing school expectations and the Student Behaviour Code. • Along with behaviour monitoring, the reflection room may support: - Restorative interviews and conversations with the classroom teacher, head teacher secondary studies, assistant principal or principal				Students Parent and caregivers All Staff

<table>
<tr><td></td><td colspan="4">- Student completion of missed class work or learning activities due to the student's behaviour(s) of concern.
- restorative conversations to assist in modifying or resolving issues of concern.</td><td></td></tr>
<tr><td rowspan="2">STUDENT DIRECTED TIME-OUT</td><td>DETAILS</td><td>APPLICATION</td><td>DURATION AND GUIDELINES</td><td>APPROVED STAFF</td><td rowspan="2">Students

Parent and caregivers

All Staff</td></tr>
<tr><td>• Student-directed time-out is a planned behaviour
intervention that is implemented as part of a Behaviour Support Plan (BSP), Safety Plan or Risk Management Plan based on an assessment of the behaviour.
• It is used to support an escalation of behaviour and teach personal management and social capabilities, such as self-regulation.
• Student-directed time-out enables a student to remove themselves from a situation or environment causing distress.
• The student should have approval from the supervising teacher/member of executive to use student directed time-out.
• Student-directed time-out is not:
- Absconding from school grounds.
- Class avoidance behaviours, such refusing to enter or remain within the classroom or learning activity.
- Fight or Flight responses – a physiological reaction to an event that is perceived as stressful or frightening.
- Truancy (including late arrival or early leaver).</td><td>• Student-directed time-out will be utilised
- During timetabled lessons.
- During school assemblies, presentations or events.</td><td>• Student-directed time-out will be used:
- Within the classroom.
- A space outside the classroom or learning space, visible to the teacher or designated member of staff.
- To a designated staff member, such as another classroom teacher, head teacher or deputy principal.

• For a duration of either:
- 5 minutes or less; or
- Until the student has deescalated and is safe to return to the classroom or learning space.</td><td>• Classroom teacher
• Head Teacher
• Assistant Principal
• Principal
• Student nominated support person</td></tr>
</table>

TEACHER DIRECTED TIME-OUT	DETAILS	APPLICATION	DURATION AND GUIDELINES	APPROVED STAFF	
	Teacher-directed time-out is a planned behaviour intervention that is implemented as part of a Behaviour Support Plan (BSP), Safety Plan or Risk Management Plan based on an assessment of the behaviour. • It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. • This strategy is often paired with a brief check in, restorative interview or conversation and plan adjustment if required.	Teacher-directed time-out will be utilised by approved staff: - During timetabled lessons. - Recess and lunch breaks. - During school assemblies, presentations or events	Teacher-directed time-out will be used: - Within the classroom. - Outside the classroom or learning space, visible to the teacher or another designated member of staff. - To a designated staff member, such as another classroom teacher, head Teacher secondary studies or assistant principal. • For a duration of either: - 5 minutes or less; or - Until the student has deescalated and is safe to return to the classroom or learning space.	• Classroom teacher • Head Teacher • Assistant Principal • Principal	Students Parent and caregivers All Staff