

School Behaviour Support and Management Plan – Padstow North Public School

Overview

Padstow North Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. 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. Key programs prioritised and valued by the school community are the You Can Do It (YCDI) Social and Emotional Learning Program, School Values, Kindness Day, Harmony Day and the use of restorative practices.

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

All members of our school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Padstow North 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 parent-teacher meetings.
- using concerns raised through complaints procedures to review school systems, data and practices.

Padstow North PS will communicate these expectations to parents/carers by class dojo, school newsletter, assemblies, parent-teacher meetings, and P&C meetings. 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

Padstow North Public School has the following school-wide values and expectations
Getting along – I can get along with others by accepting everyone, showing respect and being safe.
Persistence – I want to learn and I keep trying when something is challenging. Success comes from hard work.
Resilience – I can solve problems effectively and show strength when times are tough.
Confidence – I attempt all tasks and can share my ideas and opinions with others respectfully during learning and play.
Organisation – I set goals to achieve my personal best, and I come to school ready to learn.

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, please see appendix 1.

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	YCDI / Second Step SEL program	School values are taught weekly through social and emotional learning lessons.	Staff Students
	Behaviour matrix	Clear and consistent expectations of behaviours via a school behaviour matrix.	Community External services
	Games Club	Class based system of expectations and positive reinforcement.	
	Special interest clubs	Lunch time games club, teaching students how to take turns and interact with peers in a safe, supportive environment (also an early intervention initiative). Extra-curricular clubs, such as mindfulness, coding, drumming and dance; supporting students to feel a sense of belonging.	
	Transition programs	Liaise with families, previous teachers, pre-school, other schools, and external paraprofessionals	
Early intervention	Restorative conversation	A restorative approach that focuses on building, maintaining, and restoring positive relationships.	Staff Students Community External services
	Parent meetings	Communication with parents when students receive 2 white slips in one term or when concerns arise.	
	LST referral	LST referral and DP wellbeing support in and out of the classroom. This may include developing individualised learning or behaviour plans and social stories. (Also, a targeted intervention strategy).	
	Time out	Time out with an AP to discuss alternate strategies and reinforce expectations.	
Targeted intervention	Monitoring Cards	Transition and monitoring cards–learning time and playground. Playground support to set the student up for success (may include a designated area to play).	Staff Students Community External services
	LST support	Learning and support intervention.	
	Behaviour contract	Modified individual expectations and goals, via a negotiated behaviour contract.	
	Communication with all stakeholders	Meetings with parents/caregivers and relevant external support agencies to better understand and develop plans to meet individual student’s needs. Regular contact with families, including celebrating success.	
Individual intervention	Delivery Support	The above strategies also apply for individual intervention, including seeking the delivery support teams expertise.	Staff Students Community External services
		Attendance monitoring	
		Negotiated playground programs	

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.

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 (please see our behaviour matrix for further details).

- **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.

Corrective responses are recorded on school bytes wellbeing and are linked to students receiving a white slip. These include:

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

Padstow North Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Our school values and You Can Do It program 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. 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 adults 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 are teacher managed.	Targeted/Individualised Responses to behaviours - AP involvement
<p>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 values/rules.</p> <p>Social emotional learning lessons are taught weekly.</p>	<p>Refer to school-wide expectations (behaviour matrix) and school values and/or supports so that the student can self-regulate. White Slip or warning issued</p>	<p>Seek assistance from executive immediately if there is a safety risk. Teacher dealing with the incident records in school bytes.</p>
<p>Verbal and non-verbal specific positive feedback is paired with a positive reinforcement and encouragement. Refer to school behaviour matrix and values acknowledging expected behaviour.</p>	<p>Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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>Managing low level behaviours - Frequent positive reinforcers include referencing values/class rules and PN expectations and redirecting where possible.</p>	<p>Use direct responses e.g. value/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.</p>	<p>Executive investigates the incident to determine next steps. Contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>Individualised intervention. Targeted support may be required for some students, please refer to the care continuum. A behaviour support plan is developed and reviewed every few weeks. Other supports such as a now then chart and social story may be required.</p>	<p>Teacher records behaviour either in school bytes or on an individualised behaviour tracking sheet. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or Wellbeing AP.</p>	<p>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 or counsellor referral.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through email, dojo (positives shared) or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies or daily in class via dojo.</p>	<p>Teacher contacts parents by phone when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes Wellbeing. 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
- timeout, 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 social media, mobile devices and/or other technology involving another student or staff member.

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.

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?
Time Out room – a structured reflection, including a debrief, goal setting and plan of action to avoid similar problems in the future with an individual student	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes Wellbeing
Behaviour Monitoring Card- facilitating proactive tracking and support tailored to each student, aiming to prevent issues, foster self-management, and create a cohesive approach to behaviour management in both classroom and playground settings.	After time out	Assistant Principal	Documented in School Bytes Wellbeing
Alternate play plan – withdrawal from free choice play and re-allocation to games club for supervised play. The purpose is to assist the student to achieve the desired behaviour, receive support on how to positively interact with others and make good choices.	Next break	Assistant Principal and/or class teacher	Documented in school bytes or as part of stage meeting minutes
Restorative practice – teacher led communication with students to resolve conflict, take responsibility, plan forward and promote a culture of understanding and empathy.	Scheduled for either lunch or recess break	Assistant Principal And/or class teacher	Documented in school bytes Wellbeing

Review dates

Last review date: December 2024

Next review date: December 2025

Appendix 1: Bullying Response Flowchart



Appendix 2 – Padstow North Behaviour Matrix

WARNING 3 warnings = white slip		Support Strategies	Immediate white slip
Classroom Examples	Playground Examples	Teacher discretion is required. <u>Possible strategies...</u>	Deliberate unsafe and disrespectful behaviour, such as:
<p>WHITE SLIP</p> <ul style="list-style-type: none"> Calling out/back chat Not following instructions Not following class expectations Distracting others Late to class from break Misuse of materials 	<ul style="list-style-type: none"> Not playing nicely/fairly Running in a walk zone Throwing water Toilet play Inappropriate language (low level) Mobile phone/apple watch used between 9-3 Unsafe hands/feet 	<ul style="list-style-type: none"> In class – quick teacher chat Move the child On the playground – have the child sit in a quiet spot to calm, walk and talk Redirect child to another area to play or other students Restorative conversation 	<ul style="list-style-type: none"> Deliberately out of bounds and unsafe (ie. car park) Intentional rough and unsafe play (risk of student injury) Low level fighting (may result in 2 white slips if physical and name calling) Pushing/kicking/hitting... Serious name calling/swearing or threats of violence. Continued swearing/inappropriate language. Inappropriate use of google/tech Mobile not secured in school bag 8:45-3pm (e.g., playing games) Continued low level behaviours Very minor stealing (ie stationery)
Typical Behaviours			
<p>LEVEL 1</p> <p>5 days and then returns to base camp if no further incidents occur</p> <p>(Low level behaviour)</p>	<ul style="list-style-type: none"> 3 white slips in a term (This level is repeated behaviours or a SERIOUS incident) Inappropriate serious body contact including fighting or repeated minor fighting. Intimidation/bullying – premeditated and has occurred more than once. Stealing – ie taking from student bags, money... Leaving school grounds Intentional racial/sexist/sexualised comment/s Serious misuse of technology (eg swearing, viewing inappropriate content) Misuse of social media that includes students in uniform or references the school. Misuse of a mobile phone (eg. disrupts learning, continued use in school hours) Deliberate damage to school property, including vandalism (eg. removable graffiti) 	<ul style="list-style-type: none"> Teacher discretion is required. Possible strategies... In class – quick teacher chat Move the child On the playground – have the child sit in a quiet spot to calm, walk and talk Redirect child to another area to play or other students Restorative conversation 	<p>OUTCOME (or at the discretion of the principal)</p> <ul style="list-style-type: none"> Lunchtime time out/reflection - 3 days supervised by a teacher in an open classroom, includes food and toilet breaks. This time is used to support the student to reflect on their behaviour, the impact on others and better strategies to use next time. Restorative conversation – rebuilding relationships Phone call/letter home May result in loss of PSSA, AP to make final decision (safety & wellbeing concerns) Behaviour monitoring support card and goals established (starting day 1 of level 1); 5 days (must successfully complete before returning to base camp) Excursion attendance negotiated with parent. Incident in this time; possible consequences additional timeout or restart level or move levels (principal discretion)
<p>LEVEL 2</p> <p>7 days and then returns to base camp if no further incidents occur</p> <p>(Repeated Level 1 behaviours)</p>	<ul style="list-style-type: none"> Persistent Level 1 behaviours Continual harassment/bullying/threatening with the intent to harm. Serious damage to school property (may be level 3 depending on damage and intent) Misuse of technology that targets others, including misuse of mobile phones (eg taking photos & filming without permission, sharing inappropriate content). Depending on the content this may be a level 3/4 incident determined by the principal Bringing vapes/e-cigarettes to school. 	<ul style="list-style-type: none"> AS above, possible warning of suspension + parent and student interview in school supervised timeout 9-3pm in consultation child and parents/carers; 1-4 days Time out lunch and recess – 10 lunch times, 5 recess times (halve time frame for K-2). In school time out is counted as part of this time (starting day 1 of level 3) Behaviour contract with clear goals and expectations. Behaviour monitoring support card x 15days (starting day 1 of level 3). Games club to monitor and support lunch time interactions, for 1 week after level ends 	<ul style="list-style-type: none"> AS above plus parent and student interview Time Out – Yrs 3-6 Lunch and recess 3 days, then 2 days lunch (5 days); K-2 lunch and recess 2 days, then 1 day's lunch (3 days). Behaviour monitoring support card and goals established for playground &/or class (depending on need); 10 days (starting day 1 of level 1) No PSSA or excursions due to safety and wellbeing concerns whilst on a level.
<p>LEVEL 3</p> <p>10 days and then returns to base camp if no further incidents occur</p> <p>(Serious behaviour)</p>	<ul style="list-style-type: none"> Wilful serious damage to school property Stealing (major) - from the school (ie. iPad) Violence with deliberate intent Persistent Level 2 behaviours Using/supplying vapes/e-cigarettes to school 	<ul style="list-style-type: none"> AS above + warning of suspension or suspension (see DOE suspension policy) in school supervised timeout 9-3pm for 5 days (if not suspended) Time out lunch and recess – 12 lunch times, 6 recess times (starting day 1 of level 4) Classroom/playground monitoring card in use when working back in the classroom. Games club and monitoring card used for 10 days after level 4 completed. 	<ul style="list-style-type: none"> AS above, possible warning of suspension + parent and student interview in school supervised timeout 9-3pm in consultation child and parents/carers; 1-4 days Time out lunch and recess – 10 lunch times, 5 recess times (halve time frame for K-2). In school time out is counted as part of this time (starting day 1 of level 3) Behaviour contract with clear goals and expectations. Behaviour monitoring support card x 15days (starting day 1 of level 3). Games club to monitor and support lunch time interactions, for 1 week after level ends
<p>Level 4</p> <p>12 days if no further incidents</p>	<ul style="list-style-type: none"> Repeated serious behaviour resulting in harm to others. Immediate and/or significant risk of harm to students or staff. Using an implement as a weapon with threatening behaviour Repeated level 3 behaviours 	<p>Note: This matrix may not be applicable to those students that require individual or targeted intervention, as identified by the principal & LS team (in line with the DOE care continuum). A separate behaviour plan in consultation with all stakeholders will be put in place.</p>	<ul style="list-style-type: none"> AS above + warning of suspension or suspension (see DOE suspension policy) in school supervised timeout 9-3pm for 5 days (if not suspended) Time out lunch and recess – 12 lunch times, 6 recess times (starting day 1 of level 4) Classroom/playground monitoring card in use when working back in the classroom. Games club and monitoring card used for 10 days after level 4 completed.

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