

NSW Department of Education

Young Public School Behaviour Support and Management Plan

Overview

Young Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. 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.

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.

Young Public School proudly embraces the ethos of the Positive Behaviour for Learning model. The values of the PBL model are embedded in the school and introduced to the students from Kindergarten.

The Multi-Tiered System of Supports (MTSS) is an evidence-based framework which provides three levels of increasingly intensive support to ensure all students succeed: universal (Tier 1) supports for all students, targeted (Tier 2) interventions for some students, and intensive (Tier 3) supports for individual students who need them most.

Within this comprehensive framework, our school implements various supports including our three school support dogs, who play a vital role in supporting student wellbeing across all tiers - from providing a calming presence in classrooms to offering targeted emotional support for individual students. Further strengthening our MTSS approach are our partnerships with the Aboriginal Education Consultative Group, the Young & District Community Hub, Boys to the Bush, and community mentors. These collaborative relationships deliver social and emotional learning programs that enhance student mental health, foster positive relationships, and create a strong foundation for bullying prevention, ensuring every student receives appropriate support at the right time.

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

Positive Behaviour for Learning

BounceBack!

BounceBack! is a positive psychology wellbeing and resilience program designed to help students develop coping skills and build emotional resilience. The program focuses on teaching practical strategies through 10 key concepts including positive relationships, managing emotions, problem-solving, and optimistic thinking.

Multi-Tiered System of Supports (MTSS)

These programs prioritise social and emotional learning which support our learning through the promotion of student wellbeing, good mental health, and positive relationships.

Young Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the 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

Young Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C, and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Young Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

It is expected that all students will demonstrate Respect, Responsibility, and Integrity. Behaviour expectations are displayed around the school and desired behaviours are explicitly taught each week in all classrooms. Young Public School has the following school-wide expectations and rules:



	show kindness	Right place, right time	Share space
PLAY AREAS/HOT MIX/ COLA	Play fairly & safely Show kindness	Keep area clean & tidy Use equipment appropriately Report problems	Share space Be inclusive
OVAL	Food free zone Play fairly & safely Do it the first time	Report problems Use equipment appropriately Report problems	Consider others Share space Be inclusive
QUAD	Show kindness Play fairly & safely Do it the first time	Right place, right time. Report problems Be sun safe Keep area clean & tidy Use equipment appropriately	Share space Be inclusive Consider others Move safely
OFFICE	Be polite Wait patiently	Right place, right time Walk sensibly	Be honest Consider others
AUDITORIUM	Pack up after use	Care for equipment Enter & exit sensibly	Leave it the way you found it Consider others
ASSEMBLY	Sit and wait quietly Polite congratulations Listen	Enter & exit sensibly	Consider others Receive awards with pride
MOVING ABOUT	Keep left Move quietly	Walk sensibly	Move safely Consider others
CANTEEN	Wait patiently Be polite	Walk sensibly Line up sensibly Buy and move on	Buy for you (buy only for yourself) Consider others
TOILETS	Wait your turn Food free zone	Flush, wash & leave Keep area clean & tidy	Allow privacy Play free zone
BUS/ Pick up/Drop off Zones	Wait patiently Do it the first time Be polite	Right place, right time Be most safe Line up sensibly	Move safely Consider others
All areas	Be polite Do it the first time Show kindness	Report problems Keep area clean & tidy Right place, right time	Consider others Be honest Be inclusive

Behaviour Expectations

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.

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	Intensive learning support	MultiLit (Making Up Lost Time in Literacy) interventions provide systematic, research-based reading support for struggling students. The program includes key components like phonemic awareness, phonics, sight words, and fluency training. Through structured, one-on-one or small group instruction, students build foundational reading skills using explicit teaching methods and regular progress monitoring. Student learning is a critical factor in supporting wellbeing.	K-6
Prevention	School Support Dogs	They help reduce student anxiety and stress, during challenging times providing, emotional support to students struggling with mental health, behavioural issues, or social difficulties. Support dogs also help	K-6

Care Continuum	Strategy or Program	Details	Audience
		teach responsibility and empathy, while creating a more positive and welcoming school environment. For students with special needs, these dogs can offer comfort and help with emotional regulation.	
Prevention	Seasons for Growth	An evidence-based, small group education program that helps children understand and cope with change, loss and grief. It uses the metaphor of the seasons to explain the cycle of grief and helps participants develop coping strategies and resilience.	K-6
Prevention	Individual student wellbeing support	School chaplains in NSW provide supportive, non-judgmental conversations with students, helping them navigate personal challenges, grief, family issues, and social pressures. These voluntary discussions focus on emotional wellbeing and values, offering students a safe space to explore their thoughts and feelings, while respecting diverse beliefs and backgrounds.	K-6
Prevention	Family support	Family Support Workers in NSW public schools act as vital links between families and schools. They assist families experiencing challenges by connecting them to community services, providing parenting support, helping with attendance issues, coordinating educational workshops, and facilitating cultural connections to strengthen student engagement and family wellbeing.	K - 6
Prevention	Health support	The Wellbeing Health In-reach Nurse (WHIN) program in NSW schools provides professional health support to students. WHINs offer health assessments, mental health support, referrals to specialised services, and health education. They work collaboratively with school staff to promote student wellbeing and address health concerns early.	K-6
Prevention	Boys to the Bush	Focuses on mentoring and outdoor education for young students	Year 6
Prevention	Riding for the Disabled	Riding for the Disabled Association (RDA) provides therapeutic horse riding and equine-assisted activities for people with disabilities. The program helps students	K-6 support class

Care Continuum	Strategy or Program	Details	Audience
		improve balance, coordination, confidence, and social skills.	
Prevention	Mentoring	Mentoring creates powerful learning relationships, boosting students' confidence and academic performance. Mentors provide emotional support and help develop social skills and offer positive role models. This individualised attention helps identify learning challenges early, improves classroom behaviour, and creates a more supportive school environment for vulnerable students.	K-6
Prevention	Transition: Pre-kindergarten	Preschool transition programs prepare young children for their first formal school experience. These programs focus on developing social skills, routines, and early learning foundations. Children practise independence, classroom behaviours, and basic academic concepts through play-based activities. Families also receive support and guidance to ensure a positive start to education.	K-6
Prevention	Transition: Year 6 to Year 7	Assisting students adapt smoothly from primary to secondary education by reducing anxiety and building confidence. Students learn essential organisational skills, familiarise themselves with new routines, and develop peer connections. These programs support academic continuity, maintain emotional wellbeing, and help children navigate the significant changes in school structure and expectations.	
Prevention	Aurora College	The Aurora program in NSW schools provides virtual selective classes for high-ability students in rural and remote areas. Using digital technology, it connects talented students to specialist teachers and advanced curriculum, offering opportunities in subjects like mathematics, science, and English that might not be available in their local schools.	
Prevention	Zones of Regulation	Zones of Regulation is a framework that teaches emotional self-regulation by categorising emotions into four coloured zones: Blue (low energy/sad), Green (calm/ready to learn), Yellow (heightened	K-6

Care Continuum	Strategy or Program	Details	Audience
		emotions/excitement), and Red (intense emotions/anger). Students learn to recognise their emotional state and develop strategies to manage feelings and return to the Green Zone.	
Prevention	PBL Booster Groups	Positive Behaviour for Learning (PBL) booster groups provide targeted support for students needing extra guidance with behaviour and social skills. These small group sessions reinforce school-wide expectations, practise specific social skills, and develop strategies for self-regulation. Regular meetings help students build confidence and maintain positive behaviour through peer support and structured activities.	K-6
Prevention	Lunch clubs	Lunch clubs offer structured activities that create safe, inclusive spaces during breaks. Whether building with LEGO, participating in organised sport, playing board games, or learning coding, these clubs foster friendship, develop interests, and reduce playground isolation. They provide meaningful engagement for students who prefer organised activities over free play.	K-6
Prevention	Playground support	Individual playground support provides targeted assistance for students during breaks and lunch times. Trained staff help children develop social skills, manage conflicts, join group activities, and build friendships. This support is particularly valuable for students with social challenges, anxiety, or those needing help with peer interactions and play skills.	K-6
Prevention	Inclusion & equity support	The needs of all students are considered in planning for all events, ensuring all students have access to extra-curricular and other opportunities.	K-6
Prevention	Universal music programs	Self-awareness and expression, relationship skills Responsible decision making and self-management.	K-6
Prevention	Band program	Leadership skills, trust and mutual respect, team building.	2-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	PDHPE Curriculum	Learning of safe and responsible relationships	K-6
Prevention	PBL Rewards Days	Celebrating positive behaviour, working towards goals and opportunities to build relationships between students and staff	K-6
Prevention	Aboriginal student support	AEO acts as a cultural bridge to support aboriginal students achieve their potential and to provide cultural knowledge for all students to celebrate Aboriginal culture and perspectives.	K-6
Prevention	Proud and Deadly Awards	To provide a positive pathway for aboriginal students to build self-esteem and affirm that excellence is visible and valued.	K-6
Prevention	Year 6 Leadership programs	Providing multiple leadership opportunities for senior students to demonstrate their commitment to being role models to younger students, and to receive mentoring from school staff. These include Enviro Rangers, library monitors, bus assistants, IT leaders, general assistants, peer support leaders, and Aboriginal student leaders.	6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	K-6
Early Intervention	Tier 2 behaviour and emotional coaching	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students K - 6
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	K-6
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to	Individual students, attendance co-ordinator

Care Continuum	Strategy or Program	Details	Audience
		address barriers to improved attendance and set growth goals.	
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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

All YPS students are expected to demonstrate Respect, Responsibility, and Integrity. If a student's behaviour is not safe for themselves or others, or prevents the teacher from teaching, or other students from learning, then teachers are asked to apply the responses below, which reflect the principles of the Care Continuum.

Young Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

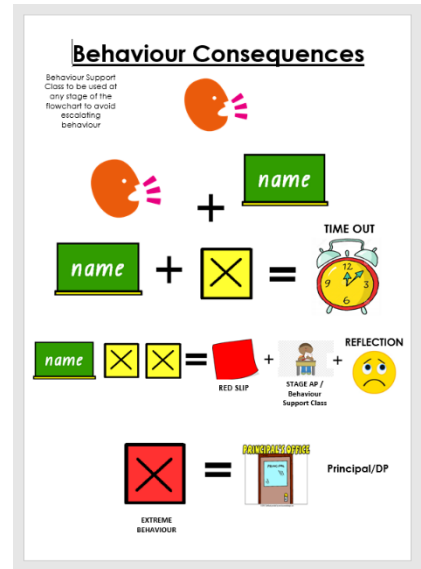
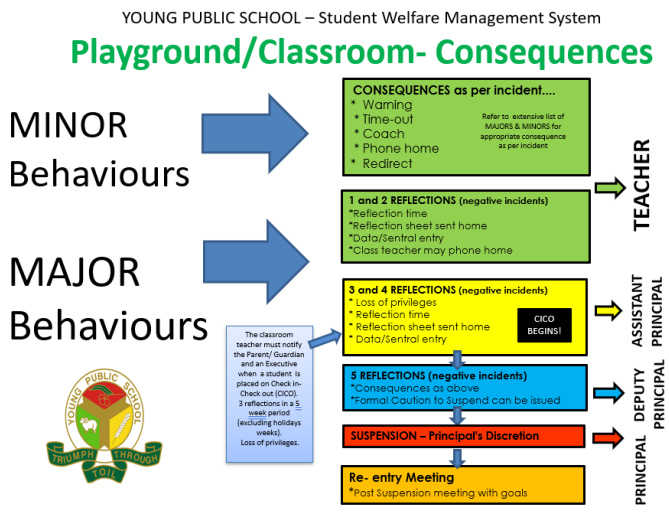
Responses to all behaviours of concern apply to student behaviour that occurs:

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

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground. Classroom expectations are displayed in all classrooms as well as the Behaviour Consequences flow chart. Students are familiar with minor and major behaviours.



YPS Behaviour Procedures

Minor Behaviours	Consequence/ Procedure
Out of bounds	Coach/Time-out
Snatching, taking someone's hat, indirect spitting	Time-out
Failure to report problems	Coach
Physical contact (non-serious)	Time-Out
Excluding others	Coach
Inappropriate use of sticks/rocks/sand/objects	Coach / Time-out
Ringing K-2 bell without permission	Time-out
Chewing gum	warning
Inappropriate drinks i.e. Coke/ energy / prime	warning
Not responding to whistle	Clean up lunch area
Inappropriate comments regarding other people's lifestyle choices i.e. food, family	Coach
Sharing food/swapping possessions	Coach
Trading/swapping possessions	Remove and return items at end of day
Using Mobile phone/iPad etc. at school without permission	Remove and return items at end of day
Throwing food	Time-out
Climbing verandas, building, trees, rails etc.	Coach / Time-out
Spraying bubblers at people	Time-out
Riding bikes/ scooters on school grounds	CT to ring home/no bike if repeat offence
Disruption during assembly	Warning/move/removal
No hat	Play in shade
Refusing to come to class	Coach


YPS Behaviour Procedures

Major Behaviours	Consequence/ Procedure
Consistently out of bounds	Reflection
Offensive language	Reflection
Provoking others	Reflection
Aggressive behaviour - Physical	Reflection
Aggressive Behaviour - Verbal	Reflection
Stealing	Reflection
Damaging property	Reflection
Throwing dangerous objects	Reflection
Defiance	Reflection
Persistent disobedience	Reflection
Consistently leaving class	Reflection
Being Dishonest	Reflection
Leaving school grounds / Truancy	Reflection + phone call home/suspension
Disrespectful to teachers	Reflection
Disrespectful to students	Reflection
Racist/ derogative comments	Reflection
Consistently late to class	Reflection
Inappropriate display of affection	Reflection + phone call home
Misuse of information and other Electronic technology i.e. Photos on iPod/ phones/websites/laptops etc.	Reflection + phone home
Bullying	Reflection
Inciting a fight	Reflection
Being an active/passive bystander	Reflection
Inappropriate behaviour in toilets	Reflection
Hiding people's bag/ looking through bags	Reflection
Spitting at someone	Reflection
Hitting/punching/kicking Private body parts	Reflection

Teachers may use redirection, rule reminders, prompts and other strategies to respond to the student's behaviour. The Behaviour Consequences chart is a visual reminder for students.

An essential element of the teaching of expected behaviours is the Student Reflection Sheet. This provides the framework to guide the subsequent conversation with the teacher.











Think it over – Reflection Sheet



Name: _____









I can think about my choices and how they affect **ME** and **others**

What I chose to do:

hurt 	shout/yell 	being mean 	not listen 	steal 
not on task 	disrespect 	unkind words/ sweating 	run away 	other 






What happened?

When it happened, I was feeling...

annoyed 	sad 	angry 	happy 
scared 	hurt 	worried 	playful 

What were you hoping would happen? Why did you make that choice?






Did I get what I wanted?


		Yes 	No 	Maybe 
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I can work on...

RESPECT
RESPONSIBILITY
INTEGRITY

Next time, I can choose to:

Say "please stop!" 	Calm down and think 	Walk away 	Get teacher help 	Other 
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REFLECTION TEACHER comment:

_____ has completed reflection today. The incident has been discussed and new solutions explored.

Optional comment:

Teacher signature: _____ Date: _____

Parent / Guardian signature: _____

Please return to class teacher with parent signature.

If the student continues to not meet behaviour expectations, the student will be placed on a Targeted Intervention – Check-In-Check-Out Card. The teacher will notify the family.

YPS – CICO (Classroom)

Name: _____ Class: _____

VALUES	Monday	Tuesday	Wednesday	Thursday	Friday
Check-in Teacher					
Morning	1	1	1	1	1
<small>Be Respectful</small>	2	2	2	2	2
<small>Be Responsible</small>	3	3	3	3	3
<small>Show Integrity</small>					
Middle	1	1	1	1	1
<small>Be Respectful</small>	2	2	2	2	2
<small>Be Responsible</small>	3	3	3	3	3
<small>Show Integrity</small>					
Afternoon	1	1	1	1	1
<small>Be Respectful</small>	2	2	2	2	2
<small>Be Responsible</small>	3	3	3	3	3
<small>Show Integrity</small>					
Total					
Running Score					
Teacher Comment (Daily)					
Check-out Teacher					
Parent comment & signature					

Key: Teacher to circle

1 = Needs work 🟡
2 = OK 🟢
3 = Great 🟠

X = red slip + reflection

GOAL: 45 points = program finished 🏆
Reward: 9 points/day =
Reward: 27 points (halfway) =
Reward: 45 points =

Strategies to help me achieve my goal:

I can be more respectful by...

I can be a more responsible person by...

I can show integrity by...

YPS – CICO (Playground)

Name: _____ Class: _____

VALUES	Monday	Tuesday	Wednesday	Thursday	Friday
Check-in Teacher					
Morning	1	1	1	1	1
<small>Be Respectful</small>	2	2	2	2	2
<small>Be Responsible</small>	3	3	3	3	3
<small>Show Integrity</small>					
Recess	1	1	1	1	1
<small>Be Respectful</small>	2	2	2	2	2
<small>Be Responsible</small>	3	3	3	3	3
<small>Show Integrity</small>					
Lunch	1	1	1	1	1
<small>Be Respectful</small>	2	2	2	2	2
<small>Be Responsible</small>	3	3	3	3	3
<small>Show Integrity</small>					
Total					
Running Score					
Teacher Comment (Daily)					
Check-out Teacher					
Parent comment & signature					

Key: Teacher to circle

1 = Needs work 🟡
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GOAL: 45 points = program finished 🏆
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Reward: 27 points (halfway) =
Reward: 45 points =

Strategies to help me achieve my goal:

I can be more respectful by...

I can be a more responsible person by...

I can show integrity by...

- A Formal Caution (Warning of Suspension) or Suspension may occur for continual or persistent disobedience or when a student's misbehaviour is serious enough to warrant these consequences. This occurs in line with DoE Behaviour Policy.
- Teachers are supported to make a referral to the learning support team to access appropriate interventions for students experiencing ongoing behavioural difficulties.

Young Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and BounceBack! incorporate 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 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

At YPS, systems for specific positive feedback include:

- Frequent use of PBL tokens
- Weekly PBL token prize draw at assemblies
- PBL whole-school rewards days
- Positive postcards mailed home
- Utilisation of YPS Commendation Scheme

Young Public School uses the strategies and systems in the table on the following page to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

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. Students are acknowledged for meeting school-wide expectations and rules.</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. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</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.</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: free and frequent (PBL Tokens), moderate and intermittent (Commendation Scheme), significant and infrequent (PBL Rewards Days), Intermittent and infrequent reinforcers (PBL postcards).</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social-emotional lessons are designed by the PBL team and taught across all Stages. Specialist staff work with individuals and small groups to deliver targeted social and emotional learning to students with identified needs.</p>	<p>4. Teacher records on Sentral – wellbeing by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school's Learning Support Team and DP considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>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 weekly school assemblies.</p>	<p>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.</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 Behaviour / wellbeing ITD system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [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.

Reporting and recording behaviours of concern

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

[Incident Notification and Response procedure](#)

- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

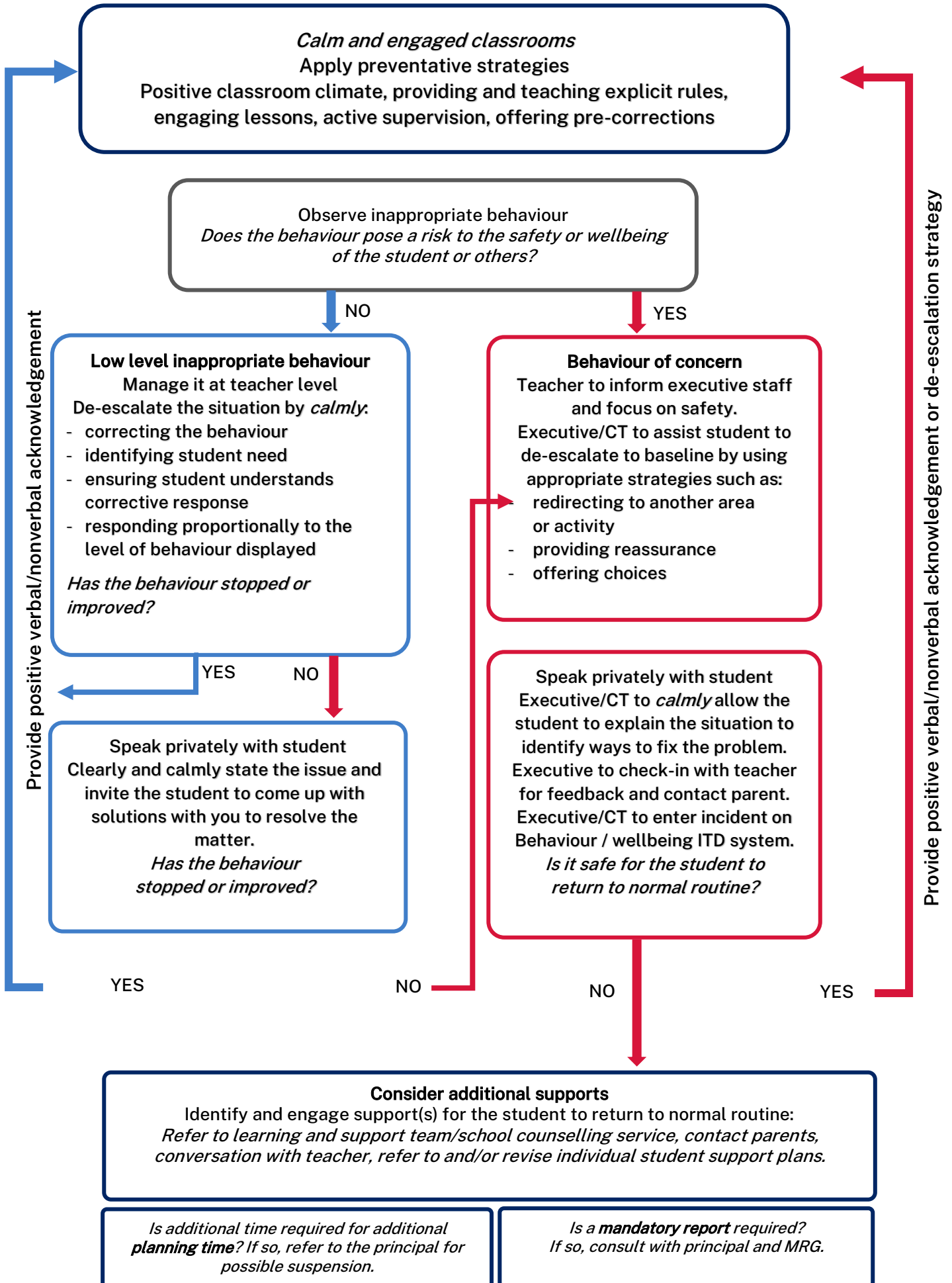
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at lunch	Assistant Principal	Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Assistant Principal	Sentral
Restorative practice – embedded into Reflection	Scheduled for lunch	Assistant Principal	Sentral

Review dates

Last review date: Term 1 2024

Next review date: Term 1 2025

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Example Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

