NSW Department of Education 

# Pretty Beach Public School Behaviour Support and Management Plan

## Overview

Pretty Beach 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 behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

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

* Positive Behaviour for Learning (PBL)
* Zones of Regulation (ZoR)
* Grow Your Mind (GYM)

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

Pretty Beach Public School does not tolerate bullying behaviours, including online (or cyber) bullying, and is committed to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches, strategies and educational programs 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

Pretty Beach 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.

Pretty Beach Public School will communicate these expectations to parents/carers through the school newsletter, School Bytes App 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

At Pretty Beach Public School, we value excellence, respect and responsibility.

We strive for excellence as respectful citizens. We are responsible, caring members of our community and work towards becoming lifelong learners.

Expectations are explicitly taught at the beginning of each year by Year 6 students in ‘peer-support’ type lessons. Additional lessons are taught throughout the year by teachers if ‘data driven’ required.

Expectations are reinforced using positive student behaviour initiatives.

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| **A logo with text on it  Description automatically generated** | **PBL Expectation Matrix** |

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| --- | --- | --- | --- | --- |
|  |  | **Excellence** | **Respect** | **Responsibility** |
| **All Areas** | | Right place, right time  Quality work  Personal best | Follow instructions  Polite talk  Hands & feet to self | Walk on hard surfaces  Full school uniform  Ready to learn |
| **Emergency procedures** | | Follow instructions | Consider Others | Remain Calm |
| **Around the school** | **Right place, right time** | Play in designated areas | Share the space | Be where a teacher can see you |
| **Canteen** | Be organised  (money and know what to buy, lunch orders in on time at the right time) | Polite talk | Be patient |
| **Oval** | Play games fairly | Play safely | Wear your hat or play in the shade |
| **Fixed equipment** | Include others | Take turns | Use equipment safely |
| **Hard surfaces** | Play appropriate games  Share the space | Polite talk | Move Safely |
| **Toilets** | Use toilet, toilet paper and soap correctly | Respect others privacy | Turn taps off |
| **Office** | Listen then follow instructions | Wait your turn  Polite talk to office staff | Seek permission before entering |
| **In class** | **Entering & exiting** | Be organised | Quiet and calm | Be patient |
| **Remaining on-task** | Present your best work  Focus on the task | Sit in chairs and on the floor safely | Appropriate noise level  Complete work in a timely manner |
| **Using equipment** | Follow instructions | Use and return | Do the right thing (even when the teacher’s not watching) |
| **Lesson breaks** | Follow instructions  Return promptly | Move quietly | Walk safely |
| **Representing our school** | **To/From school** | Follow instructions  Keep safe | Respect others and their property | Be a good role model |
| **Assembly** | Arrive promptly | Respect each other’s space | Listen to speaker |
| **Bus** | Follow instructions  Be on time | Sit quietly whilst waiting | Remain seated while the bus is moving |
| **Events** | Follow community rules  Listen and participate | Be polite  Look after the environment | Stay with your group  Wear uniform proudly |

## 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](https://education.nsw.gov.au/schooling/translated-documents/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.

Promoting positive student behaviour

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| **Initiative** | **Where? When?** | **Description** |
| Bouddis | All-settings  Fast & frequent | Tokens (physical or verbal) given to students following school-wide expectations or exhibiting personal best and are recorded on Class Dojo. |
| Merit Awards | In assembly  Fortnightly | Students are recognised for their efforts in fortnightly assemblies and their names and photos are published in the community via School Bytes. |
| Assembly Awards | Fortnightly class-based awards | Respect award – the cleanest, tidiest classroom.  Responsibility award - the class wearing correct uniform most consistently.  Excellence award (secret teacher award) - the class who is best behaved during assembly.  Students in awarded classes receive two Bouddis each. |
| Principal’s Awards | All settings  When appropriate | Students may be sent to the principal’s office to show off quality work or celebrate great effort or improvement. |
| Reward Days | Various locations  Termly | Students and staff collaboratively a list of rewards/activities for Rewards Day held in Week 10 of each term. Students trade Bouddis for preferred activities. |
| Letters of Commendation | Online  Termly | Teachers nominate two students each term for quality work, exceptional effort, positive behaviour or noticeable improvement. Letters of commendation are posted to parents. |
| Class Awards | Presentation Day  End of the year | Teachers nominate four students for consistent quality work, exceptional effort, positive behaviour or noticeable improvement throughout the year. Students receive an award at our school Presentation Day Assembly. |
| School Awards | Presentation Day  End of the year | A range of school awards are presented to students who have excelled throughout the year. These awards are presented by dignitaries at our school Presentation Day Assembly. |

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 and playground 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.
* Fostering strong positive relationships between staff, students and families.

| Care Continuum | Strategy or Program | Details | Audience |
| --- | --- | --- | --- |
| Prevention | [Positive Behaviour for Learning](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/positive-behaviour-for-learning) | Evidence-based, multi-tiered behavioural framework that supports positive outcomes for all students in their social, emotional, and academic development. | All |
| Prevention | [Zones of Regulation](https://www.socialmind.com.au/product/the-zones-of-regulation/) | A curriculum designed to help students identify their feelings and emotional reactions and learn sensory and perspective taking strategies that encourage better self-regulation. | All |
| Prevention | [Grow Your Mind](https://growyourmind.life/) | Supports the whole school community to build the foundational knowledge and skills essential for looking after mental health. | All |
| Prevention | [Child protection](https://studentwellbeinghub.edu.au/educators/resources/child-protection-and-respectful-relationships-education/) | Child Protection lessons are mandatory and are taught in Term 3, allowing students the opportunity to build in-depth knowledge, understanding, and skills to remain safe. | Students K - 6 |
| Prevention | Life Education | Life Education provides curriculum-aligned modules designed to build on students' strengths, empowering them with knowledge & skills to make safer and healthier choices. | All |
| Prevention | Buddy Program | Our school Buddy System fosters positive relationships between Year 5 and Kindergarten students.  For Kindergarten students, the program builds a sense of belonging and promotes pastoral care.  For Year 5 students, the program provides opportunities to develop leadership skills and responsibility, sensitivity, and tolerance. | All |
| Prevention  Early Intervention  Targeted / Individual  Intervention | Australian eSafety Commissioner [Toolkit for Schools](https://www.esafety.gov.au/educators/toolkit-schools) to prevent and respond to cyberbullying | The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. | All |
| Targeted / Individual intervention | [Learning and Support](https://education.nsw.gov.au/schooling/parents-and-carers/inclusive-learning-support/high-school/how-your-child-can-be-supported-in-high-school/school-learning-and-support-team) | The LST and School Counsellor work with teachers, students and families to support students who require personalised learning and support. | All |
| Targeted / individual intervention | [Attendance](https://education.nsw.gov.au/schooling/school-community/attendance-matters-resources-for-schools) support | The LST refers students to the attendance co-ordinator who works with students, families, teachers and the HSLO to address barriers to improve attendance and set growth goals. | Individual students, attendance co-ordinator |
| Individual intervention | [Individual behaviour support planning](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/planning-behaviour-support-for-individual-students) | This includes the development, implementation, monitoring and reviewing of 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

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm to others.

### Pretty Beach 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.

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement and a school flow chart when deciding whether a behaviour is teacher managed or executive managed. They 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 and are recorded on School Bytes as Tier One behaviour incidents.
* **Executive managed –** behaviours of concern are managed by school executive and are recorded on School Bytes as Tier Two behaviour incidents.
* **Principal Managed** – significant behaviours of concern e.g. violence or repeated bullying, are managed by the principal and are recorded on School Bytes as Tier Three behaviour incidents.

Corrective responses are recorded on School Bytes may include:

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| **Classroom** | **Non-classroom setting** |
| * Rule reminder/ error correction * Prompts/re-direct/ reteach rule * Teacher directed time-out / thinking table * Teacher directed time-out (Buddy Class) * Detention and/or reflection * Restorative practice conference * Communication with parent/carer | * Rule reminder/error correction * Prompts/re-direct/offer choice/reteach * Play or playground re-direction * Walk with teacher * Temporary removal from playground * Restorative practice conference * Communication with parent/carer |

Pretty Beach Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL, ZoR and Grow Your Mind consist of evidence-based strategies used daily by teachers to promote self-regulation, increased focus and strengthen peer networks.

We acknowledge that not all students are motivated in the same ways. Younger students may be respond more to adult attention while older students are typically 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.

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|  | 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 | |
| 1 | Behaviour expectations are explicitly taught, modelled by teachers, and revisited regularly, with opportunities for practice | Refer to school-wide expectations and/or use regulation visuals/supports to assist students in self-regulating. | | | If there is immediate risk, contact the office for executive support straight away. Record on School Bytes as an incident as soon as possible. The executive determines the course of action or consequence. |
| 2 | Students are acknowledged for meeting school-wide expectations through specific verbal and non-verbal feedback, paired with tangible reinforcers (Bouddis) | Use indirect responses such as proximity, signals, non-verbal cues, ignore/attend/praise, or redirect with specific corrective feedback. | | | Executive/CT take steps to restore safety and return the situation to calm by using strategies such as redirecting, providing reassurance, or offering choices. An incident review and planning session is scheduled later, depending on the nature and context of the incident. |
| 3 | Tangible reinforcers (Bouddis) may be:   * Free and frequent * Moderate and intermittent * Significant and infrequent * Intermittent and infrequent reinforcers are recorded in the Behaviour/Wellbeing ITD system. | Use direct responses such as rule reminders, re-teaching, providing choice, scripted interventions, or . short, supervised time-outs. Students are given the opportunity to meet expectations before a low-level consequence is applied. Persistent behaviour is recorded on School Bytes. | | | Executive collects information from multiple perspectives before deciding next steps. The incident is recorded on the Behaviour/Wellbeing ITD system. Parents/carers are contacted by phone or email. Further action (e.g. formal caution or suspension) may be considered. |
| 4 | Social emotional learning lessons are explicitly taught. | Incidents are recorded on School Bytes by the end of the day. Families are informed if behaviours are repeated. Some incidents may be referred to the school’s Anti-Racism Contact Officer (ARCO) or Anti-Bullying Coordinator. | | | Referral may be made to the Learning and Support Team, considering current and past behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support or response plan. |
|  |  | **Teacher/parent contact** | | |  |
|  | Teachers communicate positive student effort via the parent portal or phone. Recognition is also given through awards at assemblies, commendation letters each term, and report comments each semester. | Parents are contacted by phone or email when corrective responses have not been successful. Referral to the Learning Support Team may be considered. | | | Executive staff contact parents/carers to discuss support and behaviour responses, including referral to the LST and/or school counsellor. |

### Responses to serious behaviours of concern

The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion Procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes as an incident. 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.
* Reflection and restorative practices (listed below).
* Liaise with LST for additional support or advice.
* Communication and collaboration with parents/carers (phone, email, parent portal, meeting).
* Formal caution to suspend, suspension or expulsion.

### Reporting and recording behaviours of concern

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

* [Incident Notification and Response policy](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Student Behaviour Policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](https://www.esafety.gov.au/report) and reporting links for most sites, games and apps can be found at the [eSafety](https://www.esafety.gov.au/key-issues/esafety-guide) Guide.

## Detention, reflection and restorative practices

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| Strategy | When and how long? | Who coordinates? | How are these recorded? |
| Reflection – a structured debriefing and planning session after a crisis event or behaviour of concern with an individual student resulting in a Tier One incident report | Same day | CT | Documented in School Bytes |
| Restorative practice – a structured debriefing and planning session after a crisis event or behaviour of concern with an individual student or group of students resulting in a Tier Two incident report | Same day where possible | Executive Staff | Documented in School Bytes |
| Alternate play plan – withdrawal from free choice play and re-allocation to office 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 | Next break | Executive Staff | Documented in School Bytes |

## Review dates

Last review date: Dec 2024 Next review date: Dec 2025

### Bullying Response Flowchart

The following flowchart explains the actions Pretty Beach 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.