

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.



PBL Expectation Matrix



		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
	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
	Canteen	Be organised (money and know what to buy, lunch orders in on time at the right time)	Polite talk	Be patient
	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	Events	Follow community rules Listen and participate	Be polite Look after the environment	Stay with your group Wear uniform proudly
	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
	To/From school	Follow instructions Keep safe	Respect others and their property	Be a good role model

Promoting positive student behaviour

Initiative	Where? When?	Description
Bouddis	All-settings Fast & frequent	Tokens (physical or verbal) given to students who are following school-wide expectations. These are recorded on Class Dojo.
Merit Awards	In assembly Fortnightly	Students are recognised for their outstanding efforts in fortnightly assemblies. Names and photos are published into the school newsletter.
Assembly Awards	In assembly Fortnightly	Fortnightly assembly awards are given by school leaders. The respect award is for the class who looks after their room. The responsibility award is for the class who is proudly wearing uniform. The excellence award (secret teacher award) is for the class who behaves in assembly. Students in awarded classes also receive 2x 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 create a termly list of activities for a week 10 PBL Reward Day. Each activity 'costs' Bouddis. Students trade their termly Bouddis for preferred activities.
Letters of Commendation	Online Termly	Teachers nominate 2x students each term for quality work, exceptional effort, positive behaviour or noticeable improvement. Letters of commendation are digitally sent home to parents.
Class Awards	Presentation Day End of the year	Teachers nominate 4x 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.

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 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	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	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	Supports the whole school community to build the foundational knowledge and skills essential for looking after mental health.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus. Lessons are taught in Term 3, allowing students the opportunity to build in-depth knowledge, understanding, and skills to remain safe.	Students K - 6

Care Continuum	Strategy or Program	Details	Audience
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	Buddies Program	<p>Our school Buddy system works on building a relationship between an older student (usually yr5) and the Kindergarten child based on trust, affirmation and acceptance.</p> <p>The Buddy system encourages kindergarten students: to feel welcome, to feel part of the community, to become familiar with school rules, buildings and daily routines, to have channels to act through when experiencing difficulties, and to develop skills through cross-age tutoring.</p> <p>Older students in return: develop responsibility, develop sensitivity and tolerance, develop academic skills through cross-age tutoring.</p>	All
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.	All
Targeted / Individual intervention	Learning and Support	The LST and School Counsellor works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting 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	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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm to others. See Appendix 1.

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.

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 and school process flow chart when 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 and are recorded on School Bytes as minor behaviour incidents.

Executive managed – behaviour of concern is managed by school executive and are recorded on School Bytes as major behaviour incidents.

Corrective responses are recorded on School Bytes. These may include:

Classroom	Non-classroom setting
rule reminder/ error correction prompts/re-direct/offer choice reteach Thinking Table- seat change Buddy Class (temporary removal from class) stay in at break to discuss/ complete work reflection and restorative practices communication with parent/carer conference	rule reminder/error correction prompts/re-direct/offer choice reteach play or playground re-direction walk with teacher temporary removal from playground reflection and restorative practices 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 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.

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 taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Record on School Bytes as an incident ASAP. Executive staff to determine course of action and/or consequence.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer (Bouddi) in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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. Incident is recorded on School Bytes.
3. Tangible reinforcers (Bouddis) include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	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. If behaviour persists, concerns are recorded on School Bytes.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are explicitly taught.	4. Teacher records incident on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies, termly letters of commendation and report comments each semester.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST and/or school counsellor.

Responses to serious behaviours of concern

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.

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 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.

Reflection and restorative practices

To support student wellbeing, reflection and restorative practices will be dependent of the behaviour, age/developmental level and/or additional needs of the student. Toilet and food breaks are always included during planned periods of reflection and restorative practices.

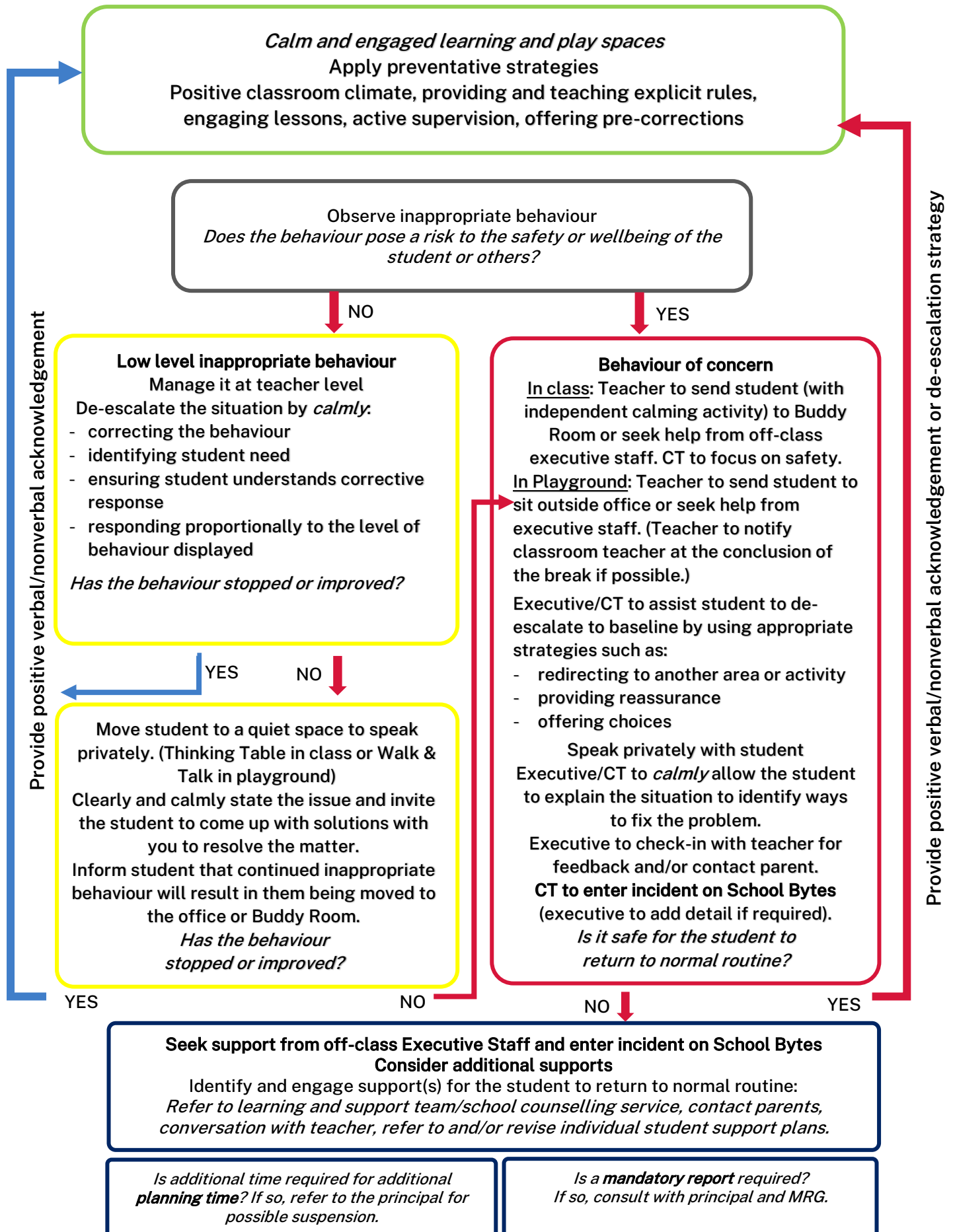
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning session after a crisis event or behaviour of concern with an individual student resulting in a <u>minor</u> incident report	Same day or next day at either break	CT	Documented in 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 <u>major</u> incident report	Same day or next day at either break	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

Appendix 1: Behaviour management flowchart



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.

