NSW Department of Education

Herons Creek Public School
Behaviour Support and Management Plan

Overview

Herons Creek 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.

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

- PAX Good Behaviour Game
- Positive Behaviour for Learning (PBL)
- The Anxiety Project
- Seasons for Growth
- Smiling Mind Primary Schools Program
- The Kindness Curriculum
- The Worry Woos
- Zones of Regulation
- Bucket Fillers and Growth Mindset

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

Herons Creek 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

Herons Creek 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 school surveys, consulting with the P&C and local AECG

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

Herons Creek Public School will communicate these expectations to parents/carers through the school newsletter, P&C Facebook page 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

Herons Creek Public School has the following school-wide expectations and rules:

To be safe, responsible, respectful and work as a team

Be Safe	Be Responsible	Be Respectful	Work as a Team
Use equipment safely	Be a positive role model	Speak and listen politely to others	Be fair
Stay in bounds	Be proud of your success	Be at the right place at the right time	Have a go
Keep hands and feet to self	Be prepared	Look after your environment	Co-operate with everyone
Walk on hard surfaces	Always do your best	Wear your school uniform with pride	
Follow teachers instructions	Accept consequences		

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

Herons Creek Public 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	PAX Good Behaviour Game	PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	All
Prevention	Positive Behaviour for Learning (PBL)	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All
Prevention	Worry Woos	The Worry Woos Developing Emotional Intelligence (DEI) Program supports children in learning from their own experience, as well as their peers which helps equip them to cope with life's challenges by giving them tools and language to effectively communicate their thoughts and feelings.	K-2
Prevention/ Early Intervention/Targeted Intervention	The Anxiety Project	A whole- school community approach to managing anxiety and building resilience in NSW Primary School students using Cognitive Behaviour Therapy strategies.	All
Prevention	Smiling Minds Primary School Program	The Smiling Mind Primary School Program supports a whole-school approach to social and emotional learning (SEL), developing knowledge and skills in building wellbeing and resilience across the whole-school ecosystem	Students K-6
Prevention	Kindness Curriculum	The Kindness Curriculum is stage based, all encompassing social and emotional learning program. It	Students K-6

Care Continuum	Strategy or Program	Details	Audience
		addresses and explicitly teaches to the social external tools required to be kind and connect with others, along with the internal emotional skills students need to be kind and connect with themselves.	
Prevention/Targeted Individual Intervention	Zones of Regulation	The Zones of Regulation is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control.	Students K-6
Prevention/Targeted Individual Intervention	Seasons for Growth	The Seasons for Growth program is a small-group evidence-informed education interventions for children and young people (aged 6-18 years). The primary goal of these programs is to support children and young people to develop the knowledge, skills and attitudes required to understand and manage experiences of change, loss and grief and to connect with others going through similar experiences. This goal is central in fostering emotional literacy and resilience as a pathway to improved social and emotional wellbeing.	Students K-6
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	Day for Daniel	Day for Daniel is Australia's largest child safety education and awareness day. It is about educating children and adults about keeping kids safe through child safety and protection initiatives.	Students K-6
Prevention	3MAPS Harmony Day	3MAPS Harmony Day celebration recognises our diversity and celebrates all the different cultures that are a part of Australia.	Students, staff
Prevention	Kitchen Garden Program	The Kitchen Garden Program (KGP) is a national program teaching children and young people to form positive habits for life, improving food literacy and behaviour, building life skills and resilience, and supporting mental health.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Day of Action	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Students, staff
Prevention/Early/ Targeted Intervention	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 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 and teachers to address barriers to improved attendance and set growth goals.	Individual students, staff
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parents/carers, staff, school counsellor

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.

- **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 Sentral. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • reflection and restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection and restorative practices • communication with parent/carer.

Herons Creek Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PAX Good Behaviour Game (PAX GBG) and Positive Behaviour for Learning (PBL) 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.

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 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. Otherwise notify executive ASAP and before the end of the school day.

2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer 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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral .	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.	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.
4. Social emotional learning lessons are taught throughout the year and revisited as needed.	4. Teacher records on Sentral 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)	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.	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, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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 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.

Reflection and restorative practices

Toilet, food and active 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 – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either break 1 or 2.	Principal/staff	Documented in 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.	Next break	Principal/staff	Documented in Sentral
Guided Reflection Session The goal of this session is to give the student a structured opportunity to think about their actions, understand how they affect others, and plan how	Scheduled on the same day as the behaviour	Classroom teacher/Principal	Documented in Sentral with a summary

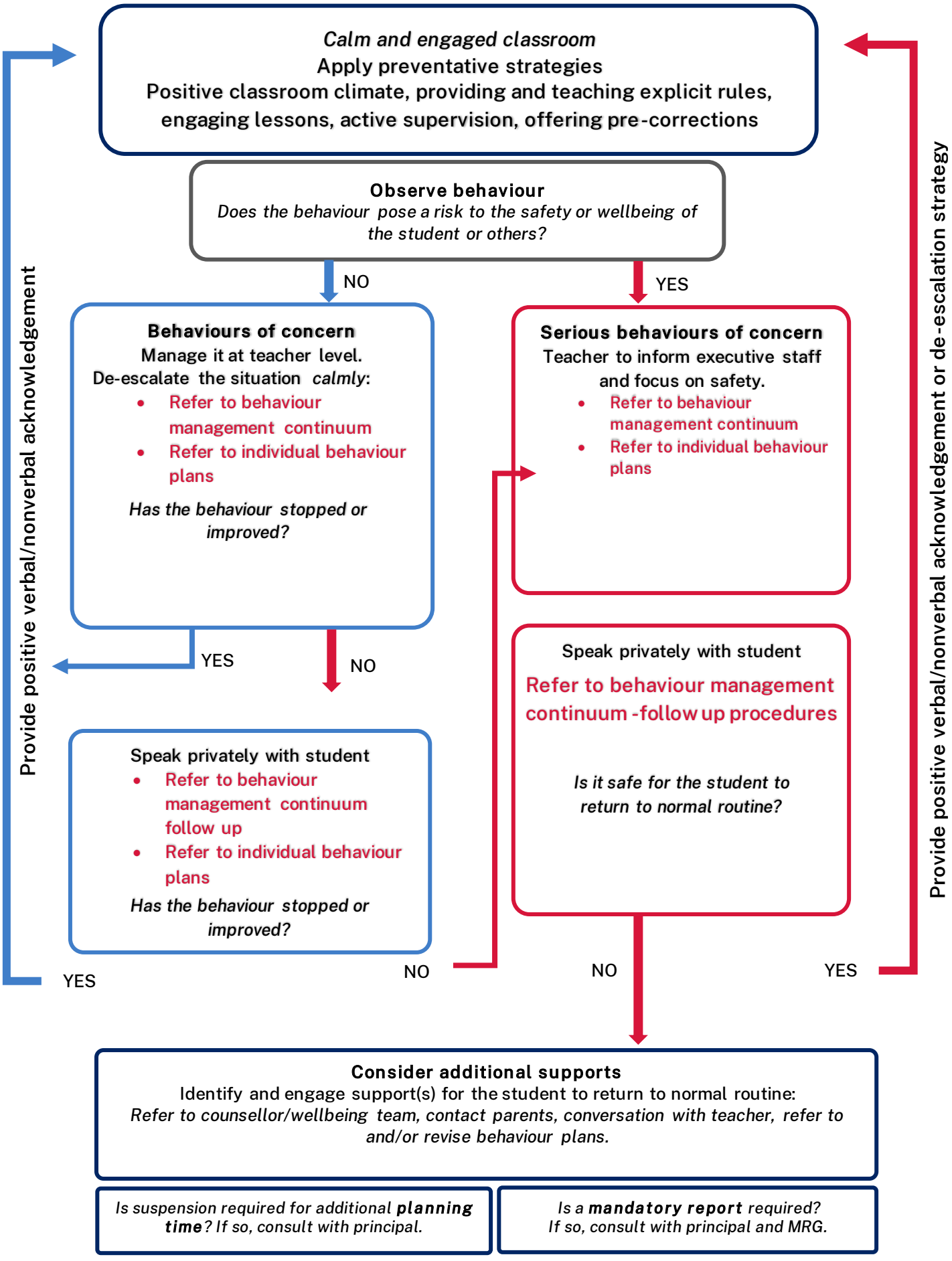
Strategy	When and how long?	Who coordinates?	How are these recorded?
they can behave differently in the future. The session includes guided questions and may involve written or verbal reflection. **https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/Affective_questioning.pdf**	incident or the following day, depending on the severity. Sessions last between 5-15 minutes, appropriate to the student's age.		of key reflections and action plans.
Restorative Circle Restorative circles involve the student(s) who exhibited the concerning behaviour and those affected by it. The circle provides a safe space for all parties to express their feelings, share their perspectives, and collaboratively develop a resolution or way forward. https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/media/documents/Circles.pdf	Conducted within 1-2 days of the incident, during break times. Duration is typically 15-30 minutes, adjusted to the developmental level of the students involved.	Classroom teacher/ Support staff	Recorded in Sentral with participants' names and outcomes discussed.

Review dates

Last review date: 22.5.2024 Term 3, 2024

Next review date: 22.5.2025 Term 3, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

First hour: Listen
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in Sentral
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in Sentral
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Sentral

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Sentral
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students