

School Behaviour Support and Management Plan



St Johns Park Public School

Overview

St Johns Park Public School is committed to nurturing happy, respectful, lifelong learners within an inclusive, safe and collaborative environment.

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

- [Positive Behaviour for Learning](#)
- [Positive Living Skills](#)

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

Our well established and rigorous school Positive Behaviour for Learning (PB4L) program ensures a whole school approach that supports the development of a quality learning environment for every student, every day. We are committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged in their learning. Our goal is to inspire every child to participate positively in the school community and beyond. We value and strive to develop safe, respectful and active learners. There are school-wide processes to promote positivity and kindness.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses. This enables students to develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community.

St Johns Park 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.

Partnership with parents and carers

St Johns Park Public School partners 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.

St Johns Park 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

St Johns Park Public School has the following school-wide expectations and rules:

To be safe, be respectful and be an active learner.

Be Safe	Be Respectful	Be an Active Learner
Move sensibly around the school	Wear my school uniform with pride	Solve problems
Be seen at all times	Be kind to others	Communicate and collaborate
Keep hands, feet and objects to yourself	Care for my own and other people’s property	Ask questions to learn more
Be in the right place at the right time	Care for the school environment	Reflect on my learning
Say stop, walk away, talk to a teacher	Listen well and speak politely	Learn from my mistakes
	Understand and appreciate difference	Keep trying without giving up
		Look after my wellbeing and the wellbeing of others

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

St Johns Park 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
- celebrating student success and achievement
- 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	Positive Behaviour for Learning	Positive Behaviour for Learning (PB4L) 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.	P-6
Prevention	Positive Living Skills	The Positive Living Skills Wellbeing Program offers early prevention and intervention programs that teach children skills to recognise, regulate and self-direct emotions and behaviours, foster empathy, build resilience, focus in connected and positive ways. The program aims to help children develop a secure sense of self, form healthy relationships and interact appropriately with others, foster appreciation and gratitude and build effective communication skills. The programs also support educator wellbeing and families.	K-6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	P-6
Prevention	Bullying No Way: National Week of Action	Bullying No Way: National Week of Action is a bullying prevention initiative, connecting schools and communities to find workable solutions to bullying and violence.	P-6
Prevention / Early	Australian eSafety	The toolkit resources are categorised into four elements: Prepare, Engage, Educate	K-6

Intervention / Targeted / Individual	Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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.	
Early Intervention	Peer Support	The Peer Support program provides students with a supportive environment where children and young people develop skills, understandings, attitudes and strategies to improve their mental, social and emotional wellbeing. Positive relationships are developed across the school through a series of engaging activities with a range of students of all ages. The program enables participating students to contribute in an environment where all can join in. Students helping to lead the program also gain leadership skills.	K-6
Early Intervention	Playground Support	The Playground Support program is an initiative led by interested Stage 3 students. The aim of this program is to support students to handle peer disputes on the playground through problem solving skills. This can include name calling, unkind conversations, friendship problems and loss of property.	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.	Individual students, parents/carer, Learning and Support Team
Targeted / individual intervention	Attendance	Teachers monitor and refer students to the Attendance Coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, parents/carer, Deputy Principal, HSLO
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, LST, DP

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. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

St Johns Park 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 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. See Appendix 1 for the school behaviour management process.

- **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 Behaviour / wellbeing ITD system. These include:

Classroom	Non-classroom setting
rule reminder	rule reminder
re-direct	re-direct
offer choice	offer choice
error correction	error correction
prompts	prompts
reteach	reteach
seat change	play or playground re-direction
loss of privilege	walk with teacher
conference	reflection and restorative practices
reflection and restorative practices	communication with parent/carer.
communication with parent/carer.	

St Johns Park Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PB4L and Positive Living Skills 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.

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<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>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>3. Tangible reinforcers include those that are: free and frequent, moderate and intermittent, significant and infrequent, Intermittent and infrequent. Examples of tangible reinforcers include: PB4L tokens, merit certificates and Green Cards.</p> <p>4. PB4L lessons are taught weekly with a focus on a specific area within the school.</p>	<p>1. Refer to school-wide expectations and/or reflection process and/or supports so that the student can self-regulate.</p> <p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</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: Reflection Process.</p> <p>4. Teacher records on Sentral by the end of the school day and notifies the parent/carer. For some incidents, referral is made to the school’s anti-racism contact officer (ARCO).</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify Assistant Principal or Senior Executive as soon as possible and before the end of the school day.</p> <p>2. Assistant Principal/DP 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. Deputy Principal collects information and reviews the incident from multiple perspectives to determine next steps. DP records incident on Sentral and contacts parent/carer by phone or meeting. Principal may consider further action e.g. formal caution or suspension.</p> <p>4. Refer to the LST considering current and previous behaviour data. Other actions may include completing a risk assessment and/or developing a behaviour support/response plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact is made via phone calls home or the Sentral Parent Portal. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.</p>	<p>Teacher contacts parents/carers by phone or meeting when a range of corrective responses have not been successful. Individual planning and referral to Assistant Principal may be discussed.</p>	<p>Parent/carer contact is made by Executive staff 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.

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](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
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	Deputy Principal	Documented in Sentral Wellbeing
Reflection – structured debriefing and planning after a crisis event or behaviour of concern with an individual student	Next day at either lunch or recess break	Senior Executive	Documented in Sentral Wellbeing.
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Executive	Documented in Sentral Wellbeing

Review dates

Last review date: Day 1, Term 1, 2025

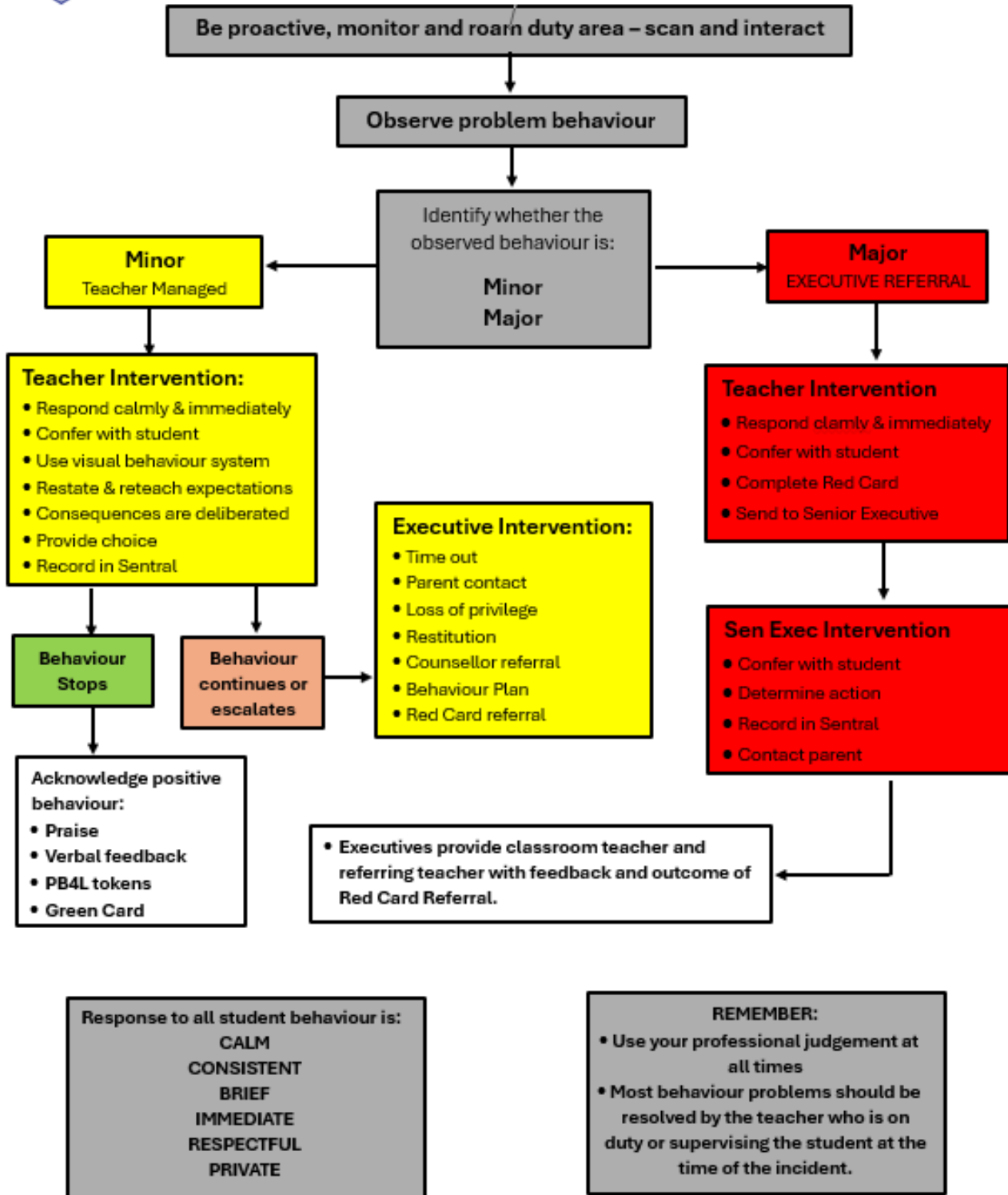
Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Student Behaviour Management Flowchart – Playground

Remember to wear your orange vest and have the playground bag with you while on duty



Appendix 2: Bullying Response Flowchart

