



PPPS School Behaviour Support and Management Plan

Overview

Picnic Point Public School, in line with the plan for NSW Public Education, has a commitment to work with students, parents, staff and the community, to give children the best start in learning so that every child learns, grows and belongs to an equitable and outstanding place of learning. Together we will:

- advance equitable outcomes, opportunities and experiences so that every child receives a quality education that enables them to excel.
- strengthen trust and respect for students, parents, teachers and support staff so that every member of our school community feels valued and is supported to perform at their best.
- strengthen student wellbeing and development, delivering outstanding teaching and learning so that every student is known, valued and cared for and achieves their learning goals every year.

Partnership with parents and carers

Picnic Point Public School will share our policy with our community and invite feedback and discussion through school newsletters and P&C meetings. The School Behaviour and Management Plan (SBSMP) is adjusted after consultation with parent community and published to school website. SBSMP is reviewed annually in line with Department of Education guidelines and community expectations. SBSMP is implemented consistently across the school with a focus on prevention, early intervention followed by targeted intervention and individual intervention as required.

School-wide expectations and rules



Picnic Point PS CARES rules poster

School-wide expectations and rules continued

Rule	How to apply rules in different school environments
Correct Choices	<ul style="list-style-type: none"> • Demonstrate expected behaviours at school and on excursions • When representing the school, display expected behaviour • Attend school regularly and arrive on time • Look after all school property • Respect your own and others property • Keep the classrooms and school grounds clean • Follow teacher directions
Always be in the right place	<ul style="list-style-type: none"> • Keep in bounds • Do not enter buildings without teacher permission • Follow wet weather arrangements • Keep bikes/ scooters etc in correct areas
Respect and responsibility	<ul style="list-style-type: none"> • Wear the school uniform with pride • Show respect to others, including visitors • Play games and sport fairly • Protect the school's natural environment • Follow teacher instructions in a polite manner • Be courteous and respectful to peers • Be honest and truthful
Engage in learning	<ul style="list-style-type: none"> • Engage in learning in class and in all other settings • Be involved in all class and school activities • Complete assigned work to your best ability • Be a good listener and active learner • Encourage and support others to engage in learning
Safety	<ul style="list-style-type: none"> • Running is permitted on the grass or basketball court • Walk safely on stairs and in all areas • Use safe practices in bag rooms and classrooms • Move appropriately in playground areas • Wear a school hat when outside

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

The department's endorsed evidence-based approaches that support behaviour and the principals of inclusive practice implemented at Picnic Point Public School are detailed in the table below.

At Picnic Point Public School we are passionate about developing a learning culture that empowers our students as learners and promotes self and social awareness through K-6 study of our Learner Qualities: Brave, Collaborative, Optimistic, Curious, Gritty, Mindful, Motivated and Reflective, the Learning Pit and the Learning Process.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Differentiated learning programs Zones of Regulation lessons CARES rules Learner Qualities, Learning Pit and Learning Process Peer Support SRC and student leadership Antibullying program Cyber Safety program Lunchtime extracurricular activities Staff Professional Learning Award system	To promote safe, supportive and responsive learning environments for everyone the school will: <ul style="list-style-type: none"> • Support every student in achieving personal success in learning across all Key Learning Areas and in academic and non-academic endeavours. • Teach the NSW Curriculum to meet the Social and Emotional learning (SEL) needs of each child, including through Zones of Regulation lessons. • Promote and teach the CARES rules to ensure they are clearly understood and consistently and fairly applied across the school. • Develop a learning culture that empowers our children as learners and promotes self and social awareness through the Learner Qualities, Learning Pit and Learning Process. • Communicate with parents their role in promoting and supporting acceptable student behaviour. • Promote consistent teacher development and engage in ongoing professional learning of staff in supporting and understanding student behaviour. • Provide ongoing programs that develop self-discipline, self-evaluation, communication, conflict resolution skills and leadership. e.g. personal development, peer support, student leadership programs. • Provide a variety of extracurricular activities in break times, before, during and after school to value and promote varied interests, stimulate engagement to develop ability or talent and work collaboratively with others. • Each class will give out two student Class Awards per week. One is based on the weekly Learner Quality focus. Once a student has three Class Awards they can be handed into the office and they will receive a Principals Award at the next assembly. Then once a student has two Principal Awards they can be handed into the office and they will receive a Gold Award at the next assembly. 	Students, staff, parents/carers and community



Picnic Point PS Learning Pit Poster showing all of the Learner Qualities

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Be Involved (Social skills program) Berry Street & Rock & Water Programs Analysis of school behaviour data Learning and Support Team Meetings School Counsellor	<ul style="list-style-type: none"> Teaching students about respect, safety and engagement in order to support them to develop positive and respectful relationships Targeted programs used with identified groups of students to proactively support SEL issues or trauma Analysis of school behaviour data in order to address emerging concerns and work on preventative strategies and communication Discuss particular student needs in order to access or design support strategies, or programs and to communicate with parents and other staff Counselling support provided by a trained School Counsellor to individual students, with consultation with parents/carers, as required 	Students, staff, parents/ carers and community
Targeted intervention	Individual Behaviour Management Plans and/or Individual Learning Plans Integration funding support Access to external support services, for example: AP, LaST	<ul style="list-style-type: none"> Provide students with appropriate support programs e.g. counselling, remediation, modification of programs. Negotiate and implement individual plans, in partnership with parents/carers and staff, and targeted to support specific and vulnerable students to be safe, care for themselves and others and take responsibility for their behaviour and learning. Provide increased staff support for individual students with identified needs to support staff and student safety, health and wellbeing. Promoting strong professional understanding to address and support vulnerable students. 	Students, staff, parents/carers and community
Individual intervention	Access to external support services, for example; AP LaST Playground monitoring Individualised support from School Learning Support Officer/teacher Modified learning plans	<ul style="list-style-type: none"> Promoting strong professional understanding to tailor interventions to address specific student behaviour needs with ongoing consultation, monitoring and evaluation. Provide increased staff support to identified high need areas, accessing additional supports, services and resources within and beyond the school. Provide increased support to implement individual plans targeted to support specific students to be safe, care for themselves and others and take responsibility for their behaviour with greater communication between school and parents/cares fostering a shared responsibility for student wellbeing. 	Students, staff, parents/ carers and community

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

Promoting the inclusion, learning, wellbeing, and safety of all students at Picnic Point Public School is a high priority. Staff take action in response to behaviour that is detrimental to a child or other children or to the achievement of high-quality teaching and learning. Corporal punishment is not used. Using our professional judgment, the principal and staff are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations in line with Department of Education policy and procedures.

All behaviour management strategies are explicitly taught in all classrooms. In the first 5 weeks of every school year, as well as across the school year, all classes participate in lessons to explicitly teach the CARES rules

Responses to serious behaviours of concern

- The process the school will take to respond to serious behaviours of concern is:
 1. Investigate and identify the behaviour(s) that occurred, who is involved and who witnessed the behaviours to determine the facts, such as the type of behaviour, location and timing of the serious behaviour of concern.
 2. Record the details of the behaviour of concern onto the SENTRAL data system.
 3. Communicate with all stakeholders affected by the serious behaviour of concern.
 4. Identify strategies and interventions to be implemented in the short term to support the victim/s and the owners of the serious behaviours of concern. This may be a suspension warning or suspension for the student who displayed serious behaviours of concern. It may involve accessing the school counsellor for the students involved.
 5. Plan strategies and support, that reduce or remove triggers for behaviours of concern, explicitly teach replacement behaviours and address contributing factors. The student will collaboratively develop goals for increasing positive behaviour in collaboration with parents/carers and staff.
 6. Monitor, review and modify the behaviour management plan providing feedback to student and parents/carer.
- 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.

The table below communicates the strategies and responses for student behaviour. Behaviour support and management interventions are implemented in line with the Australian Professional Standards for Teachers and the Disability Standards for Education in that they must be fair, equitable, inclusive and proportionate, and take into consideration the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Prevention Responses to recognise and reinforce positive, inclusive, safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
<p>Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour</p> <p>Students respond positively to explicit teaching of expectations</p> <p>Strategies, interventions and programs that explicitly teach the identified skills needed and/or increase enabling conditions for positive behaviours are effectively implemented consistently across the school</p> <p>Students acquire new interpersonal and social skills that support engagement with learning</p> <p>Students accept correction and feedback</p> <p>Low-level behaviours are easily managed by teachers</p> <p>Students who have not received 2 red slips engage in an end of term reward activity</p>	<p>Difficulties with concentration are investigated and addressed</p> <p>Consultation with parents/carers</p> <p>Continuous low-level disruptive behaviours are addressed in the classroom with strategies and interventions to reduce/remove triggers and address contributing factors, as well as teaching replacement behaviours with targeted and reasonable adjustments in the classroom.</p> <p>Examples of low-level behaviours:</p> <ul style="list-style-type: none"> • calling out • out of seat • low-level teasing • out of bounds • lack of personal space/boundaries • not following instructions • under-developed learning behaviours • incomplete tasks • off task behaviour • lateness • unprepared for learning 	<p>Relevant prevention and early intervention strategies are implemented through the learning and support team processes, systems and staff, leading to individual student plans being developed with all key stakeholders and access to the Team Around the School to address</p> <ul style="list-style-type: none"> * Under-developed social skills: <ul style="list-style-type: none"> • sharing and turn-taking • friendship skills • conversational skills. * Language and communication difficulties * Self-regulation difficulties * Poor conflict resolution skills * Bullying others or being bullied * Poor attendance <p>Behaviours of concern, defined as challenging, complex or unsafe behaviours that require more persistent or intensive interventions are addressed through Parent/carer communication, comprehensive individual assessment, collaborative planning with parents/carers, internal/external services as needed, implementation, monitoring and evaluation. Individual student support plans and risk management plans are developed with all key stakeholders and regularly reviewed.</p> <p>Examples of behaviours of concern:</p> <ul style="list-style-type: none"> • continued/persistent disobedient and/or disruptive behaviour • verbal abuse • physical aggression • severe self-injurious behaviour • malicious damage to or theft of property • severe risk-taking behaviour • shut down response • bullying and cyber-bullying • misuse of technology • discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity. <p>Students who have received 2 red slips in the term do not participate in the end of term reward activity.</p>

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](#).

PPPS School Discipline Policy

Detention, reflection and restorative practices

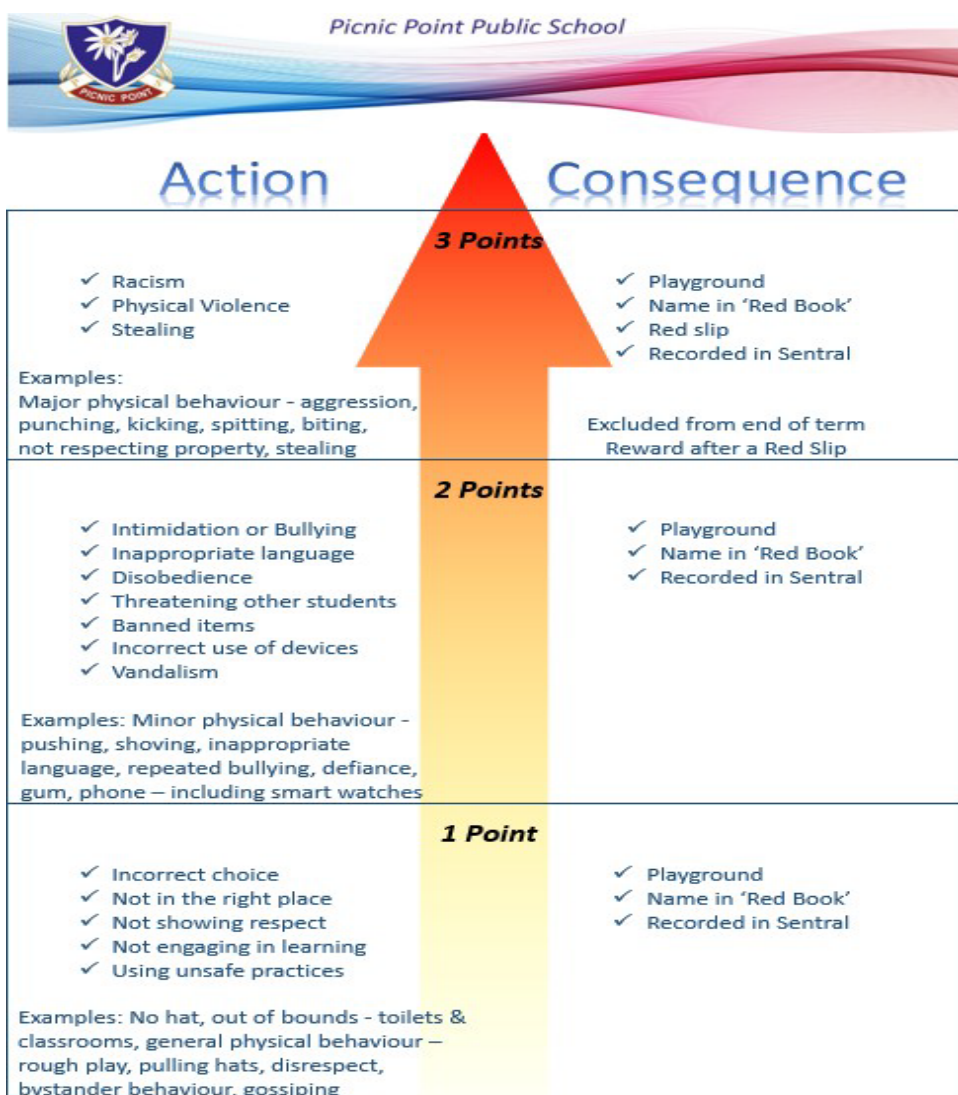
If a student shows behaviour of concern, PPPS staff need to act if the behaviour adversely affects:

- teaching and learning
- how safe a person feels.

PPPS is a safe and inclusive environment. Corporal punishment is not used. Reflection and timeout are planned interventions to allow students opportunities to reflect on and regulate emotions and behaviour. Students access food and toilet breaks if the reflection or timeout period occurs during lunch or recess breaks. The maximum length of time is appropriate to the age/developmental level of the student and is adhered to in line with NSW Department of Education guidelines.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Teacher directed time-out</p> <p>A de-escalation strategy used after other strategies were tried</p>	To prevent behaviour escalation and for the shortest possible time determined by teacher	Teacher/Supervisor monitors and supports student	Teacher Day book & Stage team minutes
<p>Self-directed time-out</p> <p>Planned informal behaviour support strategy in a supervised, pre-arranged area used by the student to self-regulate</p>	To provide opportunities for the student to regulate emotions/behaviour and within an agreed timeframe determined by teacher, with prior student input	Student/ teacher/ SLSO	Teacher Day book & Stage team minutes
<p>Reflection Time</p> <p>Planned student/s and Supervisor or Principal time to reflect on behaviour of concern and identify preventative strategies. Student behaviour is identified as 1 to 3 points according to severity. Behaviour of severe concern results in a red slip. 2 red slips results in being excluded from the Term reward activity.</p>	To provide opportunity to reflect on behaviour choices made after the event when the student is calm. Timeframe determined by the Supervisor and usually less than a break period.	Supervisor/Principal	SENTRAL
<p>Suspension Warning or 'formal Caution'</p>	According to DoE policy guidelines, PPPS will send an email or letter to the student's family to help the student and their	Principal/Supervisor	SENTRAL

Strategy	When and how long?	Who coordinates?	How are these recorded?
A formal caution means the school tells a student that their behaviour is not ok.	parents or carers understand how the behaviour affects others.		
Suspension Suspension means the student is removed from school for a short time. It gives the school time to plan how to support the student's serious behaviour.	According to DoE policy guidelines. Suspension and expulsion procedures	Principal/Supervisor	SENTRAL & DoE



PPPS Actions and Consequences chart

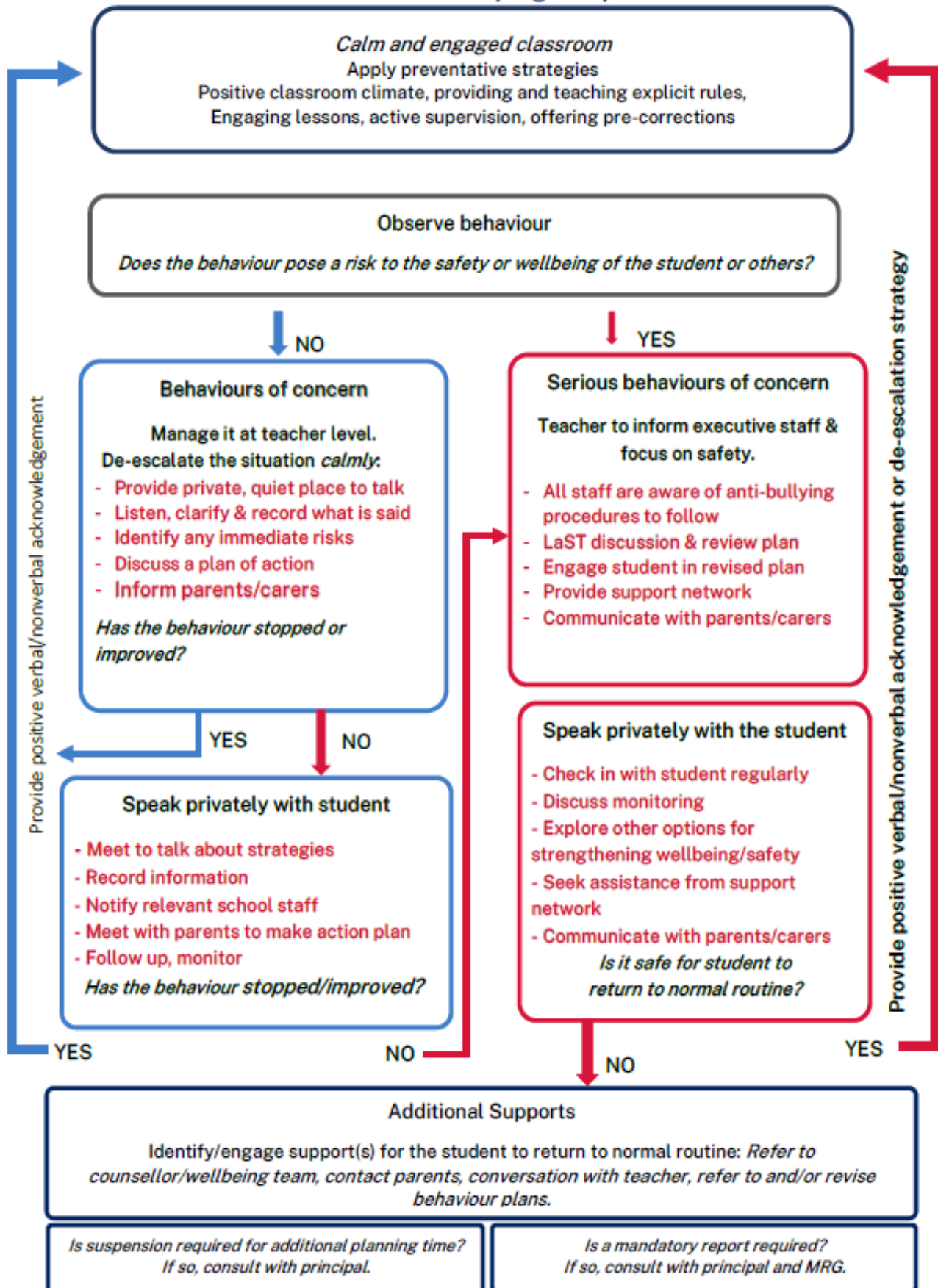
Review dates

Last review date: [21 July 2024]

Next review date: [31 January 2025]



Picnic Point Public School Bullying Response Flowchart #1





Picnic Point Public School Bullying Response Flowchart #2

