

School Behaviour Support and Management Plan Eastwood Public School

Overview

Eastwood Public School is committed providing a safe, supportive and responsive learning environment for everyone. We strive to develop safe, respectful learners in a caring community by explicitly teaching and modelling the safe, respectful and resilient behaviours that we value, and supporting all students to engage with their learning. We do this through positive focused and integrated whole-school promotion and reinforcement of appropriate student behaviour and school wide expectations. Incorporating a multi-tiered care continuum of prevention, early intervention, targeted and individual intervention into our daily practice supports all students to participate positively and experience success.

Our whole school prevention programs establish and maintain safe and respectful learning environments for all students in classrooms, in the playground, at school events and online. Key programs at Eastwood Public School valued by the school community are:

- Life Skills Go: daily wellbeing check-in
- You Can Do It: social emotional skills
- Eastwood Keys: award system
- Peer support: positive social connections
- Differentiated classroom adjustments: all students access and participate in education on the same basis as other students (NCCD)

Programs that prioritise social and emotional learning support good mental health, positive relationships, prosocial behaviour and the prevention of bullying.

Eastwood Public School and its wider community reject 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 components of a supportive school culture are 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

Eastwood Public School will partner with parents/carers 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, and consulting with the P & C.

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

Eastwood Public School will communicate these expectations to parents/carers through school newsletters, School Bytes and the 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 (classroom)

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

To be safe, respectful and engaged learners.

Safe	Respectful	Engaged
Care for self and others	Work cooperatively with others	Arrive at school and class on time
Make safe choices	Listen to teachers and follow instructions	Be prepared for every lesson
Move safely in all school settings	Value the interests, ability and culture of others	Actively participate in learning
Use equipment and furniture safely	Wear my school uniform with pride	Do my best

School-wide expectations and rules (playground)

Safe	Respectful	Engaged
Walk on hard surfaces	Listen to teachers and follow instructions	Play fairly
Use equipment safely	Cooperate with others	Seek help if a problem persists
Stay in my play area	Finish eating before I play	Try new activities
Wear a hat outside	Put my rubbish in the bin	Include 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

Eastwood Public School staff teach and model the behaviour that we value in our students. Student behaviour expectations are established and maintained through effective role modelling, explicit teaching and planned responses. The following wellbeing and behaviour approaches and strategies across the care continuum promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying 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	Life Skills Go	Life Skills Go supports positive behaviour by equipping students with social and emotional literacy skills and enabling schools to teach, track and report on student wellbeing.	All students
	You Can Do It	Lessons on key social emotional skills focus on confidence, persistence, organisation, getting along and resilience.	All students
	Award System	Awards are given across the school for academic achievement and for social/emotional skills in line with our You Can Do It program.	All students
	Wellbeing Committee	A committee made up of teachers, executive, counsellor and learning support staff analyse data and plan wellbeing directions.	Staff
Early intervention	Peaceful Kids	A mindfulness and positive psychology-based program to lessen anxiety and stress and increase resilience in children.	Targeted or class based
	Transition to School	Transition to kindergarten Transition to high school Transition across the school	Students
Targeted intervention	Learning & Support referrals	Referrals made by classroom teachers for additional support and advice.	Individual students or identified groups of students
Individual intervention	Behaviour response, Risk Management plans	Formal plans developed, implemented, monitored and reviewed with the classroom teacher, AP & L&S for individual students. The plans describe student behaviour, levels of risk (to self &	Individual students and their parent/carer

Care Continuum	Strategy or Program	Details	Audience
		others) and appropriate teacher responses or strategies to eliminate or control the targeted behaviours.	
	School counsellor/psychologist (see Appendix 1)	Individual support for students on a need's basis. Students are identified through the Learning & Support Counsellor referral process.	Individual students

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.

(See Appendix 2)

Eastwood Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying 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 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 3)

- **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.
- Incidents and corrective responses are documented on Sentral (our School Management System)

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Build relationships and trust. Know your students. Model valued behaviours.	Specific You Can Do It lesson to focus addressing inappropriate behaviour and self-regulation skills	Refer to Learning and Support Team for current and previous behaviour data. Other actions may include completing a risk management plan or developing a behaviour response plan.
Promote good behaviour with specific feedback and reward, praise	Positive reinforcement for appropriate behaviour	Record incident on Sentral and contact parent/carer by email or phone
Discussion about school expectations - class behaviour code developed with students and referred to regularly	Consistent follow up – proximity, sit/work close to teacher, non-verbal cues, redirection, restate class behaviour code	Schedule incident review and planning
Acknowledge students for meeting school/class expectations - Eastwood Keys award system	Allocate a grade-based peer buddy/mentor	Personalised learning/behaviour strategies - redirecting to another area or activity, providing reassurance or offering choices.
You Can Do It lessons to teach social emotional skills	Support with emotional co-regulation strategies. Student has an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	Executive reviews the incident to determine next steps. May consider further action e.g. formal caution or suspension. Notify parent/carer.

The staff at Eastwood Public School model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Evidence-based strategies are 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.

Responses to serious behaviours of concern

- 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.

Reporting and recording behaviours of concern

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

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner.

Reporting links for most sites, games and apps can be found at the eSafety Guide.

Detention, reflection and restorative practices

Toilet and food 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?
A structured Reflection and planning after a moderate behaviour of concern with an individual student	At recess or lunch on the day or following day	Assistant Principal	Reflection report attached to incident record on Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
Student, victim, teacher conference and reflection	At recess or lunch on the day or following day	Assistant Principal	Conference record and reflection attached to incident on Sentral
Student, victim, teacher conference and reflection	At recess or lunch on the day or following day	Deputy Principal or Principal	Conference record and reflection attached to incident on Sentral

Review dates

Last review date: February 6 2025 : Day 1, Term 1, 2025]

Next review date: January 27 2026 : Day 1, Term 1, 2026]

Referral to School Counsellor/ School Psychologist

From Learning and Support Team (For students Kindergarten to Year 6)

For completion by **by CLASS TEACHER or L&ST CO-ORDINATOR**

Note: A copy of this referral form may be given to, or discussed with, parents or carers.

Please complete relevant sections. Other information may be attached.

First referral

Re-referral

Completed Parent/Carer referral form attached

Student's Name

School

Date of Birth

Year or Grade

Reason for referral

Classroom achievement (Reading, spelling, number, etc)

Language skills (Expressive and receptive language, fluency, etc)

Physical skills (Gross motor, fine motor)

Behaviour, social skills, attendance

Student's strengths

What strategies have been tried so far and with what success?

What outcomes would you like from this referral?

Teacher's name:

Signature:

Date:

Comments by L&ST Co-ordinator

L&ST Co-ordinator name:

Signature:

Date:

Referral to School Counsellor/ School Psychologist

From Learning and Support Team

For completion by **PARENT OR CARER**

Privacy Notice: This information is being obtained to assist school counselling staff in providing support for your child. Provision of this information is voluntary. It will be stored securely. The information collected, and any assessment results, may, as appropriate, be provided to other members of the school staff involved in supporting your child. You may correct any personal information provided at any time by contacting the school counselling staff member.

Please contact the school if you would like help to complete this form.

Student's Name

School

Date of Birth

Year or Grade

Date of referral

Reason for referral / what concerns do you have?

Developmental / Medical History (e.g. Have you had concerns about your child's speech, language or motor development? Have they had any significant illness?)

Previous assessments: eg by Doctor, Psychologist, Speech Therapist (Please say who and attach copies of reports if possible.)

Is there anything else you would like the school counsellor/school psychologist to know?

What do you hope will happen as a result of the school counsellor/school psychologist seeing your child?

I have read the Privacy Notice and give permission for the school counsellor/school psychologist to:

Carry out assessment and counselling as required: YES NO

Contact the authors of the reports I have provided: YES NO

Reports from:

Exchange information with these agencies: YES NO

Parent / carer's signature:

Date:

Appendix 2: Bullying Response Flowchart





Eastwood Public School – Behaviour/Wellbeing Support Chart



Level 1-3 behaviours should be documented on Sentral. Level 0 behaviours should be reported to the classroom teacher and documented on Sentral if the behaviour is repeated.

For students with a Risk Management, Behaviour Support or Crisis Management Plan, please refer first to those documents and speak to the classroom teacher.

Minor Behaviours (Level 0 Behaviours)	Minor Behaviours (Level 1 Behaviours)	Moderate Behaviours (Level 2 Behaviours)	Major Behaviours (Level 3 Behaviours)
Safety <ul style="list-style-type: none"> Leaning/rocking on chair Intentionally annoying others Encroaching on others' personal space 	Safety <ul style="list-style-type: none"> Throwing small objects (not at others) Pushing/hitting Rough play (eg. fighting games) Out of bounds (in the wrong playground) Physical accidents (minor bumps, cuts, grazes etc. First aid may be needed) 	Safety <ul style="list-style-type: none"> Absconding from classroom Spitting and biting Throwing small objects (at others) Rough play (resulting in injury) Vandalism Preventing students from using facilities 	Safety <ul style="list-style-type: none"> Persistent oppositional/ aggressive/ confrontational behaviour Physical violence (intending harm/resulting in injury) Criminal behaviour, including possession of a weapon or drug Serious damage to property Psychological harm to others. Persistent exclusion, name calling and singling out. Throwing furniture/large objects Bullying and/or cyberbullying (physical, social, emotional)
Engagement <ul style="list-style-type: none"> Not following teachers' directions Calling out / inappropriate noises Constant disruptive talking Not doing class work Not returning straight to class after bell 	Engagement <ul style="list-style-type: none"> Misuse of resources/objects Refusal to complete work Disruptions to peers Distracting others 	Engagement <ul style="list-style-type: none"> Refusal to obey staff instructions Constantly refuse to complete work Constantly distracting others Consistently disrupting class 	
Respect <ul style="list-style-type: none"> Littering Talking rudely to other students Touching other student's property Name calling Out of seat/interfering with others' learning 	Respect <ul style="list-style-type: none"> Not taking responsibility for actions Teasing Exclusion of others Using unkind words Inappropriate toilet behaviour 	Respect <ul style="list-style-type: none"> Profane hand gestures/language Stealing Serious insults/swearing Purposeful Exclusion of others Vandalism 	Respect <ul style="list-style-type: none"> Racism & discrimination – refer to EPS ARCO officer Problematic or harmful sexual behaviour Persistent stealing
Teacher managed...If repeated place on SENTRAL with appropriate reference. (Multiple)	Level 0 behaviours repeated 3+ times in a week, or 5+ times over a fortnight	Level 1 behaviours repeated 3+ times in a week, or 5+ times over a fortnight	Level 2 behaviours repeated and DP/Principals Discretion
Managed by Teacher	Managed by Teacher	Managed by Assistant Principal	Managed by Deputy Principal/Principal
Strategies for supporting student behaviour may include (but are not limited to):			
<ul style="list-style-type: none"> YCDI lesson/discussion Positive reinforcement for appropriate behaviour Allocate peer mentor/buddy (grade-based) Send student with positive work completed to a buddy teacher/AP Discussion about school's expectations Promote good behaviour (rewards, behaviour contract, social stories etc.) Consistent follow up - classroom teacher Contact parent for repeated behaviour Link rewards to positive behaviour 	<ul style="list-style-type: none"> YCDI lesson/discussion Positive reinforcement and rewards Restate school and classroom expectations Sit/work close to teacher Allocate peer mentor (grade-based) NSW School Behaviour Code Parent contact - teacher or AP Ensure that work is at each student's level Personalised learning/behaviour strategies Consultation with Stage team for strategies Student, victim, teacher conference held with conference record and reflection - CT - attach to incident record in Sentral. 	<ul style="list-style-type: none"> YCDI lesson/discussion Link rewards to appropriate behaviours and additional needs NSW School Behaviour Code Parent contact - AP Discuss strategies with AP/Stage/LST Team Develop a plan to target desired behaviours Referral to Learning Support for RMP Reflection time at lunch or recess Student, victim, teacher conference held with conference record and reflection - AP - attach to incident record in Sentral. 	<ul style="list-style-type: none"> In addition to level 2 strategies: Learning Support /Welfare Team referral Personalised Learning and support plan Risk Assessment and Management plan SLSO support in classroom and/or playground Counsellor support Referral to Principal recommending use of suspension and expulsion policy Student, victim, teacher conference held with conference record and reflection - DP - attach to incident record in Sentral.
Managed by Teacher	Managed by Teacher	Managed by Assistant Principal	Managed by Deputy Principal/Principal
Consequences may include (but are not limited to):			
<ul style="list-style-type: none"> Quiet time in room or hallway Warning system - lose free play/time, device time etc. Create new seating plan 	<ul style="list-style-type: none"> Quiet time in room Make up lost time (recess/lunch) Create new seating plan Parent contact - Teacher or AP 	<ul style="list-style-type: none"> Conference/reflection with Assistant Principal (with student, victim) Removal from the playground Parent contact - AP 	<ul style="list-style-type: none"> Reflection with Deputy Principal /Principal Parent contact - DP or Principal Removal from playground 'In school' suspension or suspension

Minor Behaviours (Level 0 Behaviours)	Minor Behaviours (Level 1 Behaviours)	Moderate Behaviours (Level 2 Behaviours)	Major Behaviours (Level 3 Behaviours)
Teacher Managed	Teacher Managed	Assistant Principal Managed	Deputy Principal/Principal Managed
<p>Student displays negative behaviour.</p> <p>↓</p> <p>Teacher identifies behaviour on matrix and implements appropriate strategies / consequences. If behaviour continues across a week or fortnight, record on Sentral as Level 1.</p> <p>↓</p> <p>After repeated unsuccessful 'teacher managed incidents', discuss concerns with AP or at a Stage Meeting.</p> <p>↓</p> <p>AP supports teacher to put strategies / consequence in place.</p>	<p>Student displays negative behaviour.</p> <p>↓</p> <p>Teacher identifies behaviour on matrix and implements appropriate strategies / consequences. Record on Sentral.</p> <p>↓</p> <p>After repeated unsuccessful 'teacher managed incidents', discuss concerns with AP or at a Stage Meeting.</p> <p>↓</p> <p>AP supports teacher to put strategies / consequence in place. Communicate with parent/caregiver.</p>	<p>Student displays negative behaviour.</p> <p>↓</p> <p>Teacher identifies behaviour on matrix as 'Supported by Assistant Principal' behaviour. Teacher records on Sentral.</p> <p>↓</p> <p>Teacher notifies AP and AP implements appropriate strategies / consequences. AP records additional information on Sentral.</p> <p>↓</p> <p>AP Communicates with parent/caregiver.</p>	<p>Student displays negative behaviour.</p> <p>↓</p> <p>Teacher identifies behaviour on matrix as 'Supported by Deputy Principal/ Principal' behaviour. If serious, message sent for immediate assistance from any school executive. Teacher to record on Sentral.</p> <p>↓</p> <p>Deputy Principal/Principal implements appropriate strategies / consequences. Deputy Principal/Principal records additional information on Sentral.</p> <p>↓</p> <p>Deputy Principal/Principal communicates with parent/caregiver.</p>

This Policy is derived from the following NSW Department of Education Policies: Behaviour code for students NSW public schools, Student Discipline in Government Schools, Student Welfare Policy & Anti-Bullying Policy

Teacher Management Notes:

- Staff should approach issues of behaviour management in a calm, directive and consistent approach.
- Teacher to record Level 1, 2 and 3 incidents (classroom and playground) on Sentral under the category as listed in the matrix.
- Classroom teachers may record repeated Level 0 behaviours as a Level 1 behaviour under the appropriate category on Sentral.
- Playground incidents (Levels 1-3) - teacher who deals with the incident enters the incident on Sentral. Sentral will notify the classroom teacher.
- Level 1-3 behaviours should involve parental contact; this assists to establish patterns of behaviour and provide evidence for discussion with parents/caregivers and documentation of strategies prior to further consequences. For guidance around who should contact parents, see above.
- Level 3 behaviours should be referred to the Deputy Principal via the Assistant Principal, unless there is a serious safety issue or the Assistant Principal is unavailable.
- These student behaviour examples require consideration of the student's age, capacity for understanding and intent.
- For child protection concerns, see the 'Child Protection Concern/Disclosure' flowchart.
- Ongoing behaviour can continue to be recorded each week/fortnight in the relevant category. If unsure, speak to Assistant Principal or Deputy Principal.
- Where possible, during conferences frame disrespectful/unsafe behaviours according to the 5 YCDI keys: confidence, persistence, organisation, getting along, resilience.
- Behaviours may be in-person or online.