

# Eastwood Public School

## School Behaviour Support and Management Plan

### Overview

Eastwood Public School is committed to explicitly teaching and modelling positive behaviour. We support all students to be safe, engage in their learning and respect others. Key programs that are prioritised and valued by the school community are **You Can Do It (YCDI)** and **the Eastwood Keys**, **The Buddy System**, **the School Representative Council (SRC)**, **Smooth Transitions**.

#### Promoting and reinforcing positive student behaviour and school-wide expectations

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

Safe	Respectful	Engaging
<ul style="list-style-type: none"><li><input type="checkbox"/> Follow school and classroom expectations</li><li><input type="checkbox"/> Care for yourself and others</li><li><input type="checkbox"/> Resolve conflicts with empathy</li><li><input type="checkbox"/> Use equipment correctly</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Show respect to other students and all school staff</li><li><input type="checkbox"/> Value the interests and cultures of others</li><li><input type="checkbox"/> Respect the learning needs of other students</li><li><input type="checkbox"/> Wear the school uniform appropriately</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Attend school every day (unless legally excused)</li><li><input type="checkbox"/> Arrive at school and class on time</li><li><input type="checkbox"/> Be prepared for every lesson</li><li><input type="checkbox"/> Actively participate in learning</li><li><input type="checkbox"/> Aspire to do your best in all school activities</li></ul>

Eastwood Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Eastwood Keys recognise positive behaviour: confidence, persistence, organisation, getting along, resilience
- Merit certificates (Bronze, Silver, Gold, Platinum) reward ongoing positive behaviour
- Class rules developed with students and consistently implemented

- Targeted teaching, posters and visual prompts reinforce rules and expectations for classrooms and playgrounds
- Positive classrooms, with nurturing teacher - student relationships
- Sound classroom management strategies supported with a whole school behaviour management system
- Explicit teaching of social and emotional skills through YCDI and Zones of Emotional Regulation strategies
- Structured instruction to engage students in differentiated learning
- Active supervision to help students stay on task

### Behaviour Code for Students

The Behaviour Code for Students can be found at [Behaviour code for students \(nsw.gov.au\)](http://behaviourcodeforstudents.nsw.gov.au)  
 High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

### Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Eastwood Keys	Positive behaviour award system	Whole school
Prevention	Behaviour Management Plan	Consistent and positive behaviour expectations reinforced in every classroom and playground	Whole school
Early Intervention	YCDI	A weekly social/emotional program that teaches positive attitudes to influence students' wellbeing and achievements.	Whole school
Early Intervention	Smooth Transitions	Managing smooth transitions into new schools (Kindergarten & High School), grade transitions and movement to other settings around the school.	Students Families Staff
Early Intervention	Behaviour/ Wellbeing Support System	Record of incidents and detailed flowchart of appropriate responses	Executive Teachers SLSOs

Care Continuum	Strategy or Program	Details	Audience
<b>Early Intervention</b>	Lunch time social activities	Students are offered games and activities during lunchtime with adult support and guidance in social skills.	Stage 1 and 2 students
<b>Targeted Intervention</b>	Learning & Support Team	The Eastwood PS Learning and Support team (including L&S AP and DoE Support Team) work with teachers, students and families to support those students who require personalised learning and support through the development of risk management and behaviour response plans and strategies.  Counselling, wellbeing and therapeutic interventions.	Students Parents/Carers Teachers SLSOs
<b>Targeted Intervention</b>	*Peaceful Kids *Zones of Emotional Regulation	The two programs teach children strategies to manage stress and worries, monitor their emotions and self-calm.	Identified students
<b>Individual Intervention</b>	Personalised Learning Pathways	Personalised Learning Pathways for Aboriginal students developed in collaboration with the student, parents/carers and teachers to identify, organise and apply personal approaches to learning and engagement.	Students Families Class teachers Other staff

### Detention, reflection and restorative practices

Restorative practice focuses on building, maintaining and restoring positive relationships when incidents involving interpersonal conflict or wrong doing occur.

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Minor (Level 0) Behaviours</b>	Quiet time in class Positive reinforcement for appropriate behaviour consistent follow-up	Class teacher	Teacher managed. If repeated, attach to incident record in Sentral

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Minor (Level 1) Behaviours</b>	Make up time in room Reflection Positive reinforcement strategies Parent/carer contact	Class teacher	Attach to incident record in Sentral
<b>Moderate (Level 2) Behaviours</b>	Removal from playground Reflection with AP Link rewards to appropriate behaviours & additional needs Parent contact Refer to Learning & Support Team	Assistant Principal	Attach to incident record in Sentral
<b>Major (Level 3) Behaviours</b>	Removal from playground Referral to Principal (suspension & expulsion policy) Reflection conference with DP/Principal Learning support/Welfare Team referral SLSO support in class/playground Counsellor support Parent contact	Deputy Principal/Principal	Attach to incident record in Sentral

**Reflection process:** Formal reflections after an incident balance a proactive relationship-based restorative practice with appropriate behaviour management strategies. It usually takes up to 30 minutes or half of lunchtime. It is led by the class teacher or a member of the executive team.

**Suspension:** Allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school. A formal caution is valid for up to 50 school days from the date the caution is issued. There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspensions are co-ordinated by the Principal. Parents/carers are given verbal and written notification. The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students

**Behaviour Plans/Risk Management Plans:** These are support plans for individual students. They are a targeted intervention strategy to assist with the de-escalation of inappropriate behaviour. They target safety, risk reduction and incident management (response and recovery). They enable consistency in staff responses to incidents in the classroom or playground. The plans are developed by the Learning and Support team, class teachers, parents/carers and, when appropriate, students. Plans are uploaded onto the Sentral platform and shared with parents/carers.

## Partnership with parents/carers

Eastwood Public School will partner with parents/carers to establish positive behaviour expectations by sharing, developing and implementing student behaviour management strategies.

Eastwood Public School will communicate these expectations to parents/carers by:

- Providing parents with classroom management strategies at the beginning of each school year.
- Providing families with information through the school's newsletter and the school's website.
- Meeting with parents/carers to support their child's behaviour needs when necessary.

## School Anti-bullying Plan

- [Anti-bullying plan \(nsw.gov.au\)](#) < link

## Reviewing dates

Last review date: Day 1, Term 1, 2024

Next review date: Day 1, Term 1, 2025