



Sutherland North Public-School Behaviour Support and Management Plan

Overview

At Sutherland North Public School, we are committed to working alongside families to enhance our students' academic, social and emotional growth. Empowering all students to become confident, resilient, self-directed and life-long learners.

Our goal at Sutherland North Public School is to create a safe, nurturing and caring environment in which students participate positively in the school community and beyond. A broad range of opportunities are provided for students to enjoy success and recognition, make a positive contribution to the life of the school and achieve their personal best.

Principles of positive behaviour support, trauma-informed practice, and social emotional learning underpin our positive behaviour for learning process. We maintain high expectations for student behaviour and learning. These are established and maintained through effective role modelling, explicit teaching and planned responses.

Teachers use differentiated evidence-informed practice to ensure quality, differentiated teaching to support student progress in literacy and numeracy. For all students at Sutherland North, we value building strong community partnerships and a sense of belonging.

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

- Positive Behaviour for Learning (PBL) explicitly taught and routinely reinforced by all staff, to build a positive, safe and supportive learning culture
- Anxiety Project, lessons explicitly taught and shared with the community through the school newsletter.

These programs prioritise social and emotional learning, which supports good mental health, ensure student voice and support student belonging.

Partnership with parents and carers

Sutherland North Public School is committed to fostering a respectful and collaborative partnership with parents and carers. Together, we will work with the parent/carers community to set clear and consistent expectations for student engagement. This partnership will help us develop and implement effective strategies for behaviour management and anti-bullying initiatives, all aimed at supporting the overall wellbeing of our students.

School-wide expectations and rules

Sutherland North Public School has the following school wide expectations:

Safe	Respectful	Responsible
Keep hands and feet to yourself	Listen to the speaker	Be inclusive
Use equipment correctly	Keep area clean and tidy	Right place, right time
Walk on the asphalt	Respect others privacy	Ask for help
Follow teacher instructions	Speak kindly	Have a go and try your best

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

Our 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	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.	Whole School
Prevention	PDHPE programs	Whole school programs explicitly taught Bounce-Back, Anti-Bullying and Cyber-bullying	Whole School
Prevention	Smiling Mind	The Smiling Mind program is an evidence-based approach that supports Social and Emotional learning (SEL), helping children develop essential life skills to improve mental health and wellbeing.	Whole School
Early Intervention	Restorative Practices	Restorative practice is a teaching and learning approach that fosters self-regulation and promotes respectful, supportive behaviour. It encourages	Whole School

Care Continuum	Strategy or Program	Details	Audience
		individuals to take full responsibility for their actions and make amends for any harm caused to others.	
Early intervention	Anxiety Project	A whole school community approach with explicitly taught lessons to manage anxiety and build resilience.	Whole School
Early intervention	Child Protection	Teaching Child Protection education is a mandatory part of the syllabus.	Students K-6
Early intervention	Zones of Regulation	A framework aimed at developing awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.	Whole School
Targeted intervention	Learning and Support	The Learning and Support teamwork with teachers, students and families to support students who require personalised learning and support.	Individual students, families and staff
Targeted intervention	Attendance	The LAST 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, attendance coordinator.
Individual intervention	Individual behaviour support and planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans	Individual students, parent/carer, LAST, AP

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 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 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.

Corrective responses are recorded on the Behaviour/Wellbeing School-Bytes system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> ● 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 parents/carers. 	<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● play or playground redirection ● walk with teacher ● reflection and restorative practices ● communication with parents/carers.

Sutherland North Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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	Targeted/Individualised Responses to behaviours of concern
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 the office to seek help from the executive straight away if there is a risk. Otherwise notify the student's stage supervisor or 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.	3. 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. Students are reminded if inappropriate behaviour continues, they will move to the next section of the school behaviour response chart and be recorded in the Behaviour/Wellbeing School-bytes system.	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 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 School-bytes Behaviour/wellbeing system 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 from weekly PBL lessons and Bounce-back.	4. Teacher records on School-bytes Behaviour/well-being system by the end of the school day. Monitor and inform family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.	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
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	Teachers contact parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the Learning and Support Team may be discussed.	Parent/carer contact is made by the school executive to discuss any support and behaviour responses, including referral to the LST, school psychologist, 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 the school-bytes behaviour/wellbeing 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](#)
- 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.

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 [eSafety Commissioner](#) and 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?
Reflection room - a structured debriefing and planning after a crisis or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in School-bytes Behaviour/wellbeing system

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate play plan – withdrawal from free choice play and re-allocation to office/classroom/library or undercover learning area 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	Assistant Principal/SLSO/classroom teacher	Documented in School-bytes Behaviour/wellbeing system
Restorative practice – peer-mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in School-bytes Behaviour/wellbeing system

School Anti-bullying Plan

Sutherland North Public School has a strong Anti-bullying Plan that aligns with the Department of Education. Refer to the [Bullying of Students-Prevention and Response Strategies](#) and Anti Bullying Plan.

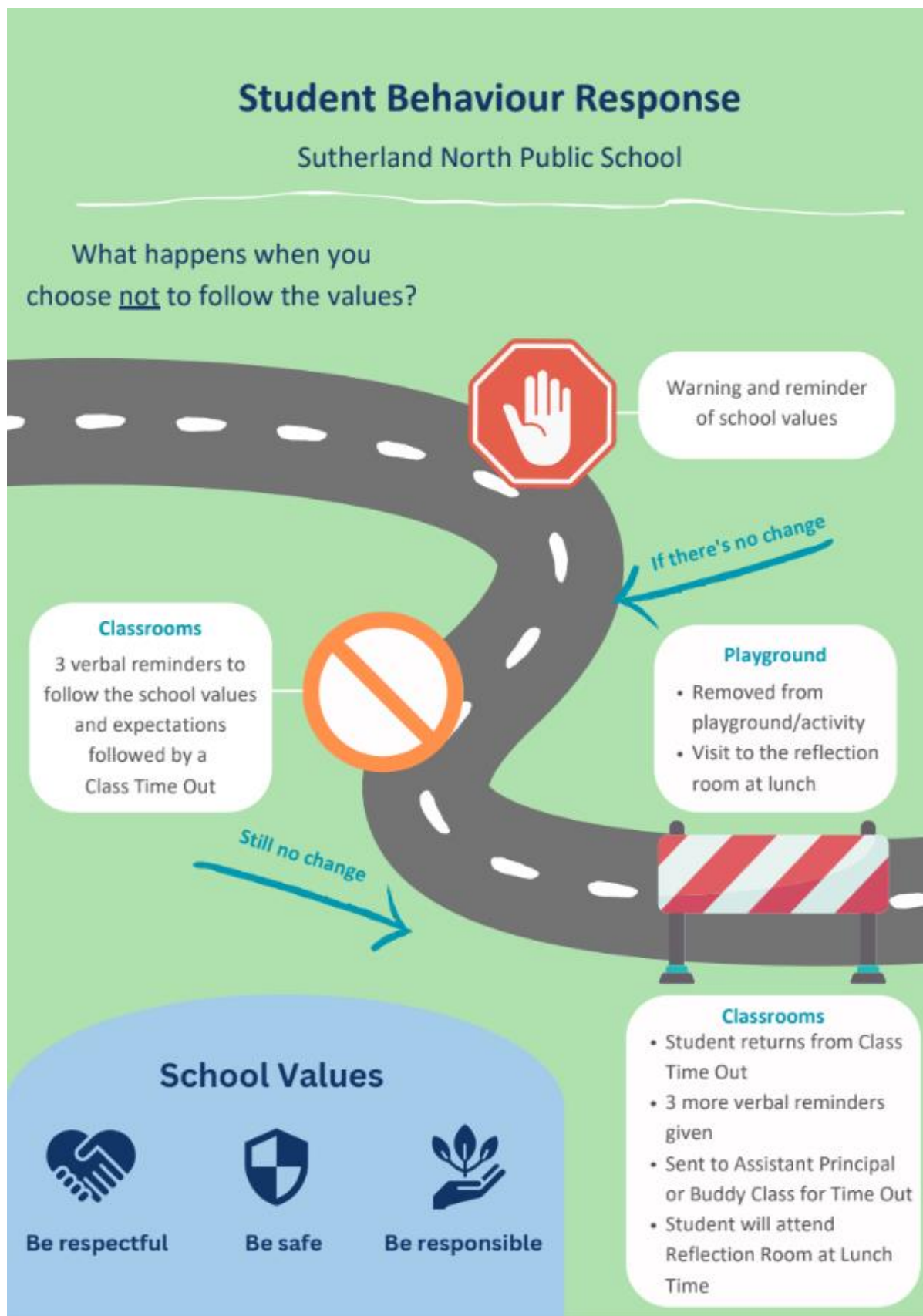
See Appendix 3: SNPS 2024 Anti Bullying Plan

Review dates

Last review date: 13.5.24

Next review date: 13.5.25

Appendix 1: SNPS Student Behaviour Management Flowchart



Appendix 2: Bullying Response Flowchart



Appendix 3: [SNPS 2024 Anti Bullying Plan](#)