

Shalvey Public School Behaviour Support and Management Plan

Overview

Shalvey Public School is committed to explicitly teaching and modelling a positive and respectful learning environment and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our vision, key practices prioritised, implemented and valued by the school community are:

- **School Behaviour Expectation framework** - outlines the behavioural expectations across all school settings ensuring that students understand the required appropriate behaviour in the various school contexts. The framework explicitly states the expectations for students to display appropriate behaviours and ensures a consistent approach by all members of staff.
- **Trauma Informed Approach** - the school provides a nurturing learning environment that is sensitive to and predictable for children who may have experienced trauma. Staff participate in ongoing professional learning based on the Berry Street Education Model including:
 - understanding the impacts of trauma on child development and the ability to learn
 - creating a supportive, inclusive and trauma-informed classroom
 - enhancing student-teacher relationships
 - instilling strengths-based practices across the school
- **Tiered Intervention frameworks for behaviour, wellbeing/learning and support and attendance (Appendix 1)** - tiered intervention allows for differentiation based on student need:
 - Tier 1 – Universal strategies
 - Tier 2 – Early Intervention strategies
 - Tier 3 – Targeted Individualised strategies
- **Stop, Think, Do program** - provides additional strategies for students to manage their behaviour, promoting self-regulation and problem-solving skills. Students learn to pause and reflect before reacting to challenging situations. They are encouraged to stop, think about the consequences of their actions, and then make a considered decision using appropriate strategies.

Shalvey Public School rejects all forms of bullying behaviours, including cyberbullying, 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 component of a supportive school culture is 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

Shalvey Public School partners with parents, carers and the wider school community to establish and maintain consistent expectations for behaviour and engagement in learning. The school will engage with the community to build and maintain strong partnerships through the following initiatives:

- inviting parent/carer feedback through formal and informal means such as school surveys
- involvement with the local AECG
- information sessions and/or workshops to inform and build relationships with the school community to have a consistent understanding of the school expectations for behaviour and learning
- ongoing communication of these expectations to the school community via the school communication platforms.

Shalvey Public School proactively builds collaborative relationships with our families to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

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

*At Shalvey Public School we are safe, respectful learners.
These expectations apply to everybody, everywhere, every day.*

STOP THINK DO

| | All Settings | Learning Spaces | Playground |
|------------|---|--|--|
| Learner | <ul style="list-style-type: none"> ✓ Participate ✓ Follow instructions ✓ Accept consequences | <ul style="list-style-type: none"> ✓ Be on time ✓ Come prepared and ready to learn ✓ Complete set tasks | <ul style="list-style-type: none"> ✓ Make good choices about: <ul style="list-style-type: none"> ○ what to play ○ where to play ○ who to play with ✓ Look for positive solutions if you have a problem |
| Respectful | <ul style="list-style-type: none"> ✓ Listen politely ✓ Be kind to others ✓ Care for the school environment | <ul style="list-style-type: none"> ✓ Respect the right of others to learn ✓ Follow the rules of the learning space | <ul style="list-style-type: none"> ✓ Be a good friend ✓ Play fairly ✓ Keep the playground tidy |
| Safe | <ul style="list-style-type: none"> ✓ Be in the right place ✓ Keep your hands and feet to yourself ✓ Move sensibly and safely | <ul style="list-style-type: none"> ✓ Use classroom equipment and furniture safely | <ul style="list-style-type: none"> ✓ Play where teachers are on duty ✓ Wear a hat |

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. The NSW Department of Education [Behaviour code for students](#) is the basis for Shalvey Public School's approach to behaviour management. This code outlines clear expectations for student conduct and provides a structured approach to behaviour management, emphasising the values of inclusivity and safe behaviour. Shalvey Public School integrates these principles into daily practices by setting explicit behavioural expectations and consistently reinforcing them through classroom activities and school-wide programs. Teachers and staff utilise the code to model appropriate behaviours and address issues constructively, ensuring that students understand the importance of their actions. By aligning its behaviour management strategies with the code, Shalvey Public School creates a supportive environment where positive behaviour is encouraged and consistently upheld.

Whole school approach across the care continuum

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|--|
| Prevention | National Day of Action Against Bullying and Violence (NDA) | Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year. | Staff & students |
| Prevention | Australian Government Harmony Week website | Our school acknowledges Harmony Day in March each year and participates in activities which celebrate Australia's cultural diversity. | Staff & students |
| Prevention/ Early intervention/ Targeted Individual | Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying | The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. | All students, individual students K - 6, families, staff |
| Targeted intervention | Attendance support | The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. | Individual students, principal |
| Targeted/ Individual intervention | School learning and support | Provides support for students who need personalised learning and support. | Principal, individual students K - 6, families |
| Individual intervention | Individual Behaviour Support Planning | Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans. | Individual students, staff |

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.

Time-Out in a buddy classroom can either be teacher or student initiated. When initiated by a teacher as a de-escalation strategy, a student is redirected to an alternative activity or setting when they engage in behaviours of concern. When initiated by a student, he or she is able to choose to remove themselves from a situation or environment causing stress. It is an informal behaviour support strategy that may be used as part of a behaviour support plan agreed upon by both the student and staff member/s.

Reflection is the process used to address inappropriate student behaviour and discuss strategies for students to engage in a more positive manner.

Shalvey Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of strategies:

- directly observing a child or young person'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 any behaviours of concern including bullying or cyber-bullying to any staff member. Shalvey Public School's tiered intervention approach ensures that any response to inappropriate behaviour is responsive to the need. The NSW Department of Education's Behaviour Code for Students outlines clear expectations for conduct, emphasising respect, responsibility, and resilience. When behaviours of concern arise, we implement a structured process that involves understanding the primary cause, providing appropriate support, and engaging students in positive behavioural interventions.

By integrating these principles, Shalvey Public School strives to create a nurturing environment where every student is known, valued and cared for, and where inappropriate behaviours are addressed with care and diligence.

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.

Promoting positive behaviour through reward and recognition

Shalvey Public School actively promotes positive student engagement through its award and recognition system, designed to celebrate and encourage a range of achievements and behaviours.

This system is structured to recognise and reward students for their accomplishment and contribution, ensuring that every student has the opportunity to be acknowledged for their efforts. Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible reward.

The school-wide continuum for acknowledging expected behaviour includes:

- students receive daily or weekly recognition for consistent positive behaviour, academic improvements, and active participation in class. This may include verbal praise, small tokens, or classroom incentives known as fast and frequent **(PJ tokens)** - for everyday use by all staff in all settings
- as students demonstrate continued growth and commitment, they can achieve classroom-based **Safe, Respectful Learner Awards**
- students are also eligible to achieve significant recognition of accomplishment at **semester or annual awards** assemblies.

This tiered approach motivates students to strive for personal and academic growth but also fosters a sense of community and school pride. By celebrating accomplishments and reinforcing positive behaviours, Shalvey Public School creates an engaging and inclusive environment that encourages all students to reach their full potential.




Preventing and responding to behaviours of concern

Shalvey Public School uses a tiered intervention framework (Appendix 1) to recognise and reinforce positive student behaviour and behavioural expectations. The Student Behaviour Management Process (Appendix 2) is followed to ensure a consistent response to minor and major student behaviour incidents.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- assist learners and the school community 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.

Classroom Management Flowchart

| | | |
|---|-----------------------------------|--|
|  | In-Class Reflection | The Shalvey Public School Classroom Management Flowchart is designed to provide teachers and students with a clear, structured approach to handling a variety of classroom situations effectively. Its primary purpose is to offer a systematic framework that guides teachers in maintaining a positive and productive learning environment. By outlining specific steps for addressing common behavioural issues, the flowchart helps ensure consistency in responses, promotes fairness, and reduces uncertainty among staff. |
|  | Buddy Class Reflection | |
|  | Check-In with your Teacher | |



After students have been issued with two warnings by the classroom teacher, they are encouraged to take space in the classroom reflection area. Here they implement self-regulation strategies, such as deep-breathing, mindfulness activities or utilising the Stop, Think, Do process.

Ready to Learn Check-In

At Shalvey Public School, the process of ready to learn check-ins with students each morning begins as soon as they enter the classroom. Teachers greet each student individually, creating a welcoming and supportive atmosphere. During this time, students are encouraged to express where they are on the ready to learn chart. This initial interaction aims to identify any emotional concerns or needs that might impact their day. By addressing these feelings early on, staff can provide targeted support, adjust classroom activities if necessary, and foster a nurturing environment where students feel heard and valued. This proactive approach helps to promote emotional well-being and sets a positive tone for the rest of the school day.

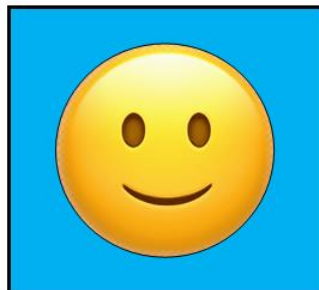
Are You Ready To Learn?



I am definitely not ready to learn



I am not ready to learn yet



I am OK to learn



I am ready to learn and excited to get started

Our commitment to anti-bullying (Including cyberbullying)

Our 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. Executive 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 component of a supportive school culture is building respectful relationships and a culture that bullying is not accepted, either in person or online. We are committed to preventing and addressing bullying through education, awareness, and prompt action. Procedures are in place for reporting and investigating bullying incidents, support for the affected individual/s and promote a school-wide culture of respect and inclusion. The following practices are implemented:

- expectations about student behaviour, including any form of bullying, will be discussed in class and at school assemblies and information presented to promote a positive school culture where bullying is not accepted
- staff will engage in professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Our school's practices support positive behaviour and student wellbeing approaches that align with our school community's needs:

- social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum K-6 in Personal Development, Health and Physical Education (PDHPE)
- explicit teaching of our school expectations (page 2)
- strategies from the Stop, Think, Do program
- focussed and targeted messages/presentations during whole school assemblies
- implementation of a comprehensive reward and recognition system.

Our commitment to the elimination of all forms of racism

We recognise that racism takes many forms and take a broad view of racism as discrimination and inequity based on ethnicity, nationality, ancestry, cultural and/or language backgrounds, religion, faith, beliefs or spirituality.

We are committed to ensuring equity for all members of our school community by:

- preventing all forms of racism in our school
- responding strongly and clearly if it occurs.

We will create a climate of respect for cultural, linguistic and religious diversity and have effective, culturally safe and responsive processes for reporting and resolving all forms of racism.

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.

Responses to serious behaviours of concern

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.

Responses, including students who display serious behaviours of concern, are recorded in the Sentral Student Welfare recording system. These include:

- reviewing and documenting the incident
- determining appropriate response/s, including support for staff or other students impacted
- referral and/or monitoring the student through the school Learning and Support Team
- developing or reviewing individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices
- liaising with the Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, meeting)
- issuing a formal caution to suspend, suspension or expulsion where appropriate.

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](#).

If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#)

Reflection and restorative practices

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|--|------------------------------|--|
| Reflection conversation (problem-solving) - What happened, what did you do, and what could you do instead next time? | Class time and break times as required | Teacher/ Assistant Principal | Documented in Behaviour / wellbeing system |
| Reflection - A structured debriefing and planning after a crisis event or ongoing behaviour of concern with an individual student (reflection) | Next day at either lunch or recess break | Assistant Principal | Documented in Behaviour / wellbeing system |

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|--------------------|---------------------|--|
| <p>Alternate play plan - Withdrawal from free choice play and relocation 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 reflection</p> | As required | Assistant Principal | Documented in Behaviour / wellbeing system |

Reflection practices






Name: _____ Date: _____

Behaviour Reflection

What happened?

Off task Not following instructions
 Inappropriate language Disrespect
 Disruptive behaviour Out of seat / area
 Physical contact Other _____

Think about your choice and how did you feel?

 Angry
  Sad
  Worried
  Frustrated
  Other

What will I do next time?

Take a deep breath Count to 10
 Ask for help Tell a trusted adult
 Ask for some calm down time Walk away
 Other _____

Teacher's Signature: _____

For students who display behaviours of concern, Shalvey Public School has established reflection and restorative practice procedures.

Students who are required to participate in formal reflection are required to attend sessions held with the school executive during lunch periods. During this time, students are required to participate in restorative dialogue with their peers/staff to understand the impact of their behaviour on themselves and others. They discuss alternative strategies for managing their behaviour and how to maintain positive relationships with others. Students are also required to self-identify which behaviours they should have exhibited from the school expectations matrix (page 2).

Toilet and food breaks are always included when withdrawal from free choice play at breaks is planned as a response to behaviour.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2025



Shalvey Public School Tiered Intervention Approach to Behaviour Management

Ensuring procedural fairness before determining next course of action

- Supporting students with complex and / or challenging behaviour needs through intensive, individualised interventions
- Referral to School Counsellor
- Functional Behaviour Assessment
- Integration Funding Support (IFS)
- Individual Behaviour Support / Response Plan
- Risk Management Plan
- Part-Day Exemption Plan
- Parent / carer consultation and meetings
- Principal may consider further action (e.g. formal caution / suspension)
- APLaS / LWO / NSF / Team Around a School - guidance and support
- SLSO support

Targeted / Individualised Intervention Strategies
Responses to behaviours of concern

- Provide early intervention and targeted support for disruptive student behaviour
- Provide support for students who need personalised learning and support
- Parent / carer consultation, meetings and phone calls
- LaST Referral and individual planning
- Targeted and reasonable adjustments in the classroom to support positive behaviour
- Address barriers to improved attendance and provide support and / or set goals for improvement
- Easy-access reporting to the ARCO to address and respond to racism

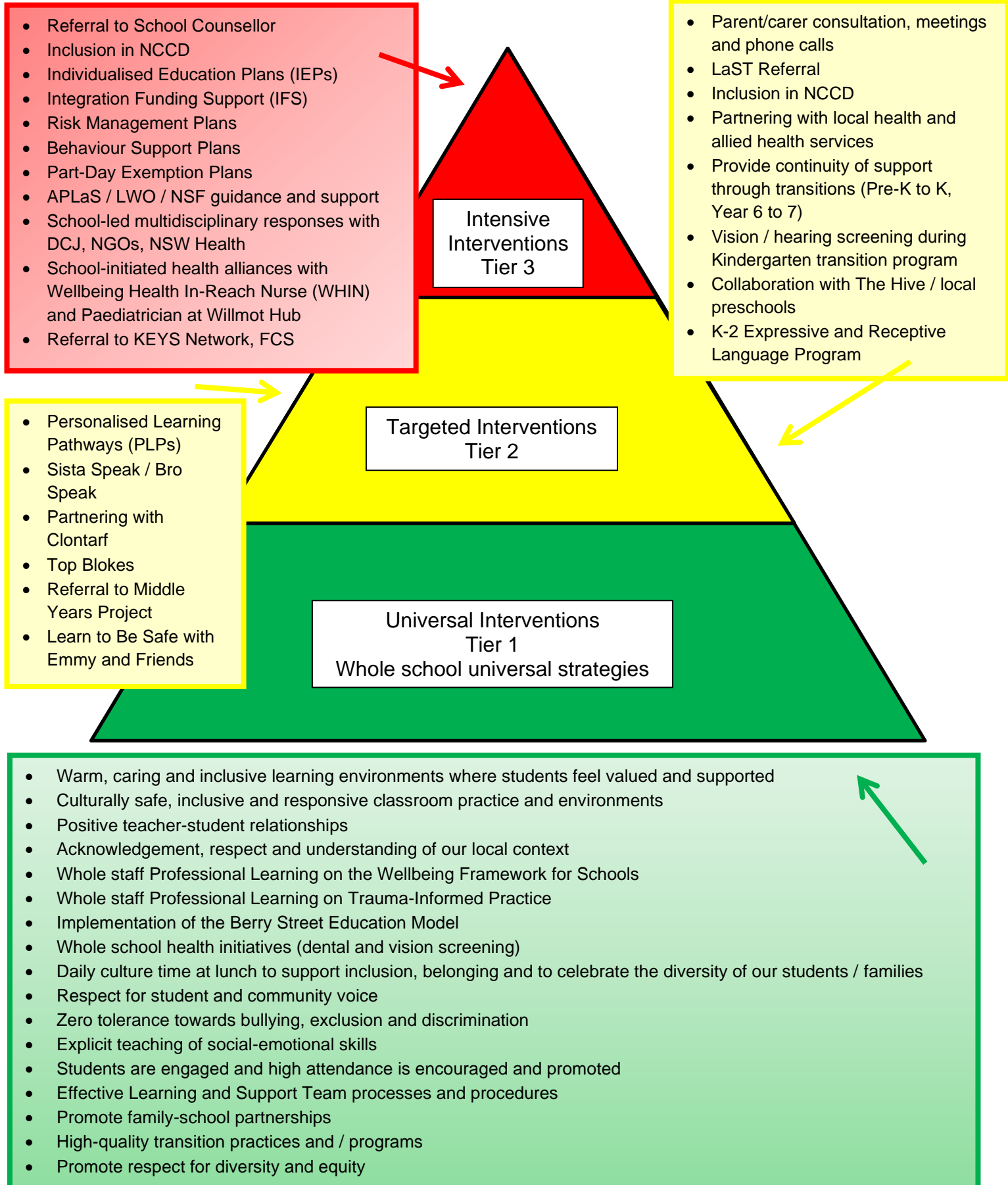
Early Intervention Strategies
Responses to minor inappropriate behaviour

Universal Prevention Strategies
Responses to recognise and reinforce positive, inclusive and safe behaviour

- Create and maintain a safe, respectful and positive learning and play environments for all students.
- Foster respectful relationships with students, promoting positive interactions and building relationships.
- Collaboration with parents/carers and the school community to establish and maintain positive student behaviour.
- Use of a trauma-informed approach to promote and encourage positive behaviour.
- Explicit teaching of expected behaviours across all learning environments. Staff model behaviours and provide opportunities for practise.
- Clearly defined school and classroom expectations and procedures. Students are acknowledged for meeting school-wide expectations.
- Restorative practices used in all areas of the school to create and maintain a safe and supportive environment where healthy relationships are nurtured.
- Encourage prosocial behaviour through explicit teaching, practise and reinforcement.
- Develop emotional regulation, problem-solving, conflict resolution and social skills.
- Stop, Think, Do strategies provide a structured approach for students to manage their behaviour.
- Adopt a multidisciplinary approach to support the needs of all students.
- Consistent supervision of students across all school areas.
- PDHPE content taught Kindergarten to Year 6 incorporating anti-racism and anti-bullying / cyberbullying units of work.

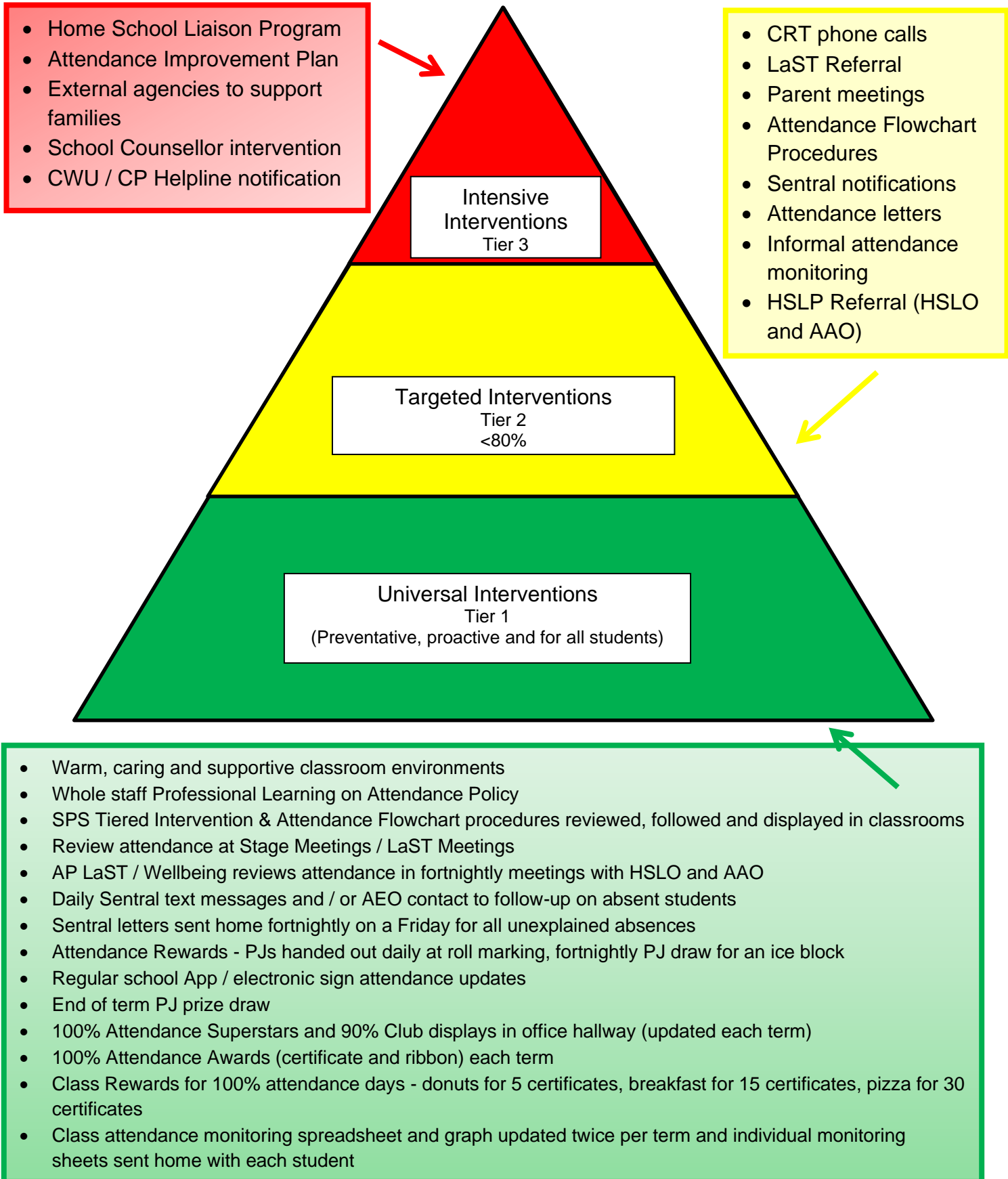


Shalvey Public School Tiered Intervention Approach to Wellbeing / Learning and Support





Shalvey Public School Tiered Intervention Approach to Attendance



Student Behaviour Management Process

