

# Yagoona Public School Behaviour Support and Management Plan

## Overview

Yagoona Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to foster an inclusive environment that supports learning, teaching and friendship.

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

We embed a restorative approach at Yagoona Public School. These processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently. We empower children to learn and use their skills and knowledge to build trusting relationships and repair harm.

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

- Restorative Practices
- Backflips against bullying
- Positive Behaviour for Learning (PB4L)

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Restorative Practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or harm is caused.

Yagoona Public 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. 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

Yagoona Public School partners with parents/carers in establishing expectations for engagement 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, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Yagoona Public School will communicate these expectations to parents/carers through social media apps such as; Class Dojo or Facebook and our 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. Relationships with Canterbury Bankstown Council, Learning Links and Settlement Services International are highly valued.

## School-wide expectations and rules

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

**To be safe, respectful, care for the environment and be active learners.**

SAFE	RESPECTFUL	ENVIRONMENT	LEARNERS
We behave safely	We respect all people	We care for the environment	We are active learners

## 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:

- co-constructing and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students

- using priming language and positive affective statements to encourage and reinforce expected behaviours
- using affective statements and affective interactions to redirect inappropriate behaviours
- using restorative questions to solve problems amongst and between groups
- providing active supervision of students
- using circle architecture to maximise 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/ Early/ Targeted/ & Individual intervention	<a href="#">Restorative Practice</a>	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students K-6, families
Prevention/ Early / Targeted intervention	<a href="#">PB4L</a>	Positive Behaviour for Learning (PBL) is an evidence-based framework that supports the development of a positive, safe and supportive learning culture. The framework assists to improve social, emotional, behavioural and academic outcomes for children and young people.	Staff, students K-6, families
Prevention	<a href="#">National Week of Action (NWA)</a>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students K-6, families
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Prevention	Kindergarten Transition	Focusing on a safe and successful movement from preschool to primary school.	Incoming Kindergarten students
Targeted / Individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<a href="#">Attendance support</a>	The LST refer students to the Deputy Principal and or Hime School Liaison Officer (HSLO) attendance co-ordinator who will convene a planning meeting with	Individual students, attendance co-ordinator

Care Continuum	Strategy or Program	Details	Audience
		students, families and teachers to address barriers to improved attendance and set growth goals.	
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Prevention	Community Engagement Days	School community invited into school to develop and maintain positive partnerships with families within our local area.	All
Prevention	Action Days	White Ribbon Day in November- Putting a stop to men's violence against women, Autism Awareness 2 <sup>nd</sup> April- Promoting awareness and support services for individuals and their families.	Staff, students K-6, families
Prevention	Reward Days	Students encouraged to follow schoolwide expectations to be invited to attend reward day to celebrate positive interactions with peers.	Students K - 6

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

### Identifying behaviour of concern, including bullying and cyberbullying

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 1.

Yagoona Public School staff identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying 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.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – developmentally inappropriate behaviours, persistent/frequent inappropriate behaviours of concern is managed by school executive.
- Corrective responses are recorded on School Bytes- Wellbeing. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• expectation reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• thinking time, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• expectation reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• thinking time, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>

Yagoona Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Restorative Practices and Positive Behaviour for Learning

(PB4L) 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.

<b>Prevention</b> <b>Responses to recognise and reinforce positive, inclusive and safe behaviour</b>	<b>Early Intervention</b> <b>Responses to minor inappropriate behaviour are teacher managed.</b>	<b>Targeted/Individualised</b> <b>Responses to behaviours of concern are executive managed</b>
<p>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.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: P3P3F3, 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.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.</p>	<p>3. Use direct responses e.g. expectation reminder, re-teach, provide choice, scripted interventions such as P3P3F3, stored responses and student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes-Wellbeing and contact parent/carer by email, Class Dojo or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (Restorative Practices and Positive Behaviour for Learning) weekly.</p>	<p>4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent app- Class Dojo or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.</p>	<p>Teacher contacts parents by phone, parent app- Class Dojo or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.</p>

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. 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
- Thinking Time, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- 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 to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

## Thinking time, 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?
<b>Thinking time/Reflection room</b> – a structured debriefing and planning after an event or behaviour of concern with an individual student or group of students (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes – Wellbeing
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation 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.	Next break	Assistant Principal	Documented in School Bytes - Wellbeing
<b>Restorative practice</b> – <a href="#">peer mediation</a> , <a href="#">circles</a> or students and staff conduct a Past 3 minutes, Present 3 minutes, Future 3mins (P3P3F3) in groups.	Scheduled for either lunch or recess break	Assistant Principal Deputy Principal	Documented in School Bytes - Wellbeing
<b>Playground monitoring card</b> -structured playground card detailing play area and playground behaviour matrix, outlining playground expectations.	One week	Assistant Principal	Documented in School Bytes - Wellbeing

## Review dates

Last review date: 10<sup>th</sup> December 2024

Next review date: 10<sup>th</sup> December 202

# BEHAVIOUR MANAGEMENT CONTINUUM

**YAGOONA PUBLIC SCHOOL**

**SCHOOL VALUES**  
HERE: **SAFE**  
**RESPECTFUL**  
**LEARNER**  
**ENVIRONMENT**

Term 4,  
2024

Reviewed:

REMINDEES: ● Behaviour is information ● Behaviour is driven by thoughts, feelings & experiences ● Behaviours of all students are the responsibility of every teacher in the school

BEHAVIOUR MANAGEMENT CONTINUUM					
 <b>CALM/BASE LINE LEVEL</b> point-in-time managed	 <b>LOW LEVEL</b> point-in-time managed	 <b>MINOR LEVEL</b> point-in-time managed	 <b>MAJOR LEVEL</b> point-in-time managed with executive guidance <b>record in School Bytes</b>	 <b>EXTREME LEVEL</b> referral to school Executive & <b>record in School Bytes</b>	 <b>CRISIS MANAGEMENT</b> immediate escalation to Principal or delegate.
<ul style="list-style-type: none"> <li> Compliance</li> <li> On-task</li> <li> Listening</li> <li> Following instructions</li> <li> Playing cooperatively</li> <li> Engagement</li> <li> Positive Language</li> </ul> <p style="font-size: small; margin-top: 10px;"><i>If you're not 'capturing' and recognising <b>POSITIVE BEHAVIOUR</b> often, then you will never see a change in the behaviours you want to see.</i></p>	<ul style="list-style-type: none"> <li> Off-task</li> <li> Running on hard surfaces</li> <li> Speaking out of turn</li> <li> Work avoidance</li> <li> Speaking loudly</li> <li> Screaming</li> <li> Taking too long</li> <li> Silliness</li> </ul> <p style="margin-top: 10px;"><b>+ others</b> May need to be recorded in School Bytes as an <b>Observation</b></p>	<ul style="list-style-type: none"> <li> Absconding/Traucancy</li> <li> Defiance/Refusal</li> <li> Disruption</li> <li> Swearing</li> <li> Intimidation</li> <li> Out of Bounds</li> <li> Rough Play</li> <li> Spitting</li> <li> Teasing</li> <li> Theft</li> </ul>	<ul style="list-style-type: none"> <li> Abusive Language</li> <li> Aggressive Behaviour (no injury)</li> <li> Bullying (low-level)</li> <li> Cyber-Bullying (low-level)</li> <li> Harassment</li> <li> Misuse of Technology</li> <li> Property Damage/Vandalism</li> <li> Racism or Discrimination (first instance)</li> <li> Sexualised Behaviours (inc. sexual harassment)</li> <li> Verbal abuse (low-level)</li> </ul>	<ul style="list-style-type: none"> <li> Assault – Harm caused</li> <li> Continuing persistent behaviour ...</li> <li> Criminal Behaviour</li> <li> Destruction of property ...</li> <li> Physical Violence – Harm caused</li> <li> Possession/Use/Supply of a drug or illegal substance</li> <li> Possession/Use of weapon, firearm, or knife</li> <li> Psychological Abuse</li> <li> Serious behaviours of concern (pending expulsion)</li> <li> Serious criminal behaviour related to the school</li> <li> Use of implement as a weapon</li> </ul>	<ul style="list-style-type: none"> <li> Stranger on site</li> <li> All-in Brawl</li> <li> Neighbour Issue</li> <li> Severe Injury</li> <li> Community Concern</li> <li> Unconscious</li> <li> Fallen Tree or Branches</li> </ul>

RESTORATIVE FRAMEWORK					
<b>AFFECTIVE STATEMENT + Positive Acknowledgement</b>	<b>REINFORCE EXPECTED BEHAVIOURS</b>	<b>EXPECTATION CLARITY</b>	<b>PAST- PRESENT - FUTURE</b>	<b>EXECUTIVE INTERVENTION</b>	<b>RESPONSE- ANALYSIS-SAFETY</b>
<p>Everywhere, any time!</p> <p><b>RESTORATIVE CIRCLES</b> <i>Preventative, positive interactions</i></p> <p><b>+ POSITIVE PRIMING</b> <i>Positively stated expectations</i></p> <p><b>AFFECTIVE STATEMENTS</b> <i>Tells the listener how the person feels and why</i></p>	<p><b>AFFECTIVE STATEMENTS</b> <i>Tells the listener how the person feels and why</i></p> <p><b>+ POSITIVE PRIMING</b> <i>Positively restate expectations</i></p> <p><b>PBL EXPECTATIONS</b> PBL behaviour expectations are visible in ALL classrooms and outside on playground areas. Expectations have been developed by the PBL committee and students. Exoectations are revisited weekly in classes to reinforce expected behaviours specific to areas across the school.</p>	<p><b>AFFECTIVE INTERACTION – Informal PPF Chat</b></p> <p> <b>NOTIFY:</b> I can see that you have been ..."</p> <p> <b>IMPACT:</b> "How does this behaviour impact you? Others?"</p> <p> <b>GOAL:</b> "What do you need to do to turn this around?"</p> <p> <b>EXPECTATION:</b> "Can we agree that if you don't turn it around, this will be the consequence ..."</p> <p><b>RECOMENDED ...</b> Record in <b>School Bytes</b></p>	<p> <b>PAST</b> Get the facts. Tell me what happened.</p> <p> <b>PRESENT</b> How are we feeling right now? Why is that important? Who has been impacted?</p> <p> <b>FUTURE</b> What are we going to do to make things right? Actions speak louder than words.</p> <p><b>THEN ...</b> Record in <b>School Bytes</b></p>	<p> <b>ENQUIRE</b> Tell me what happened. Why?</p> <p> <b>ENGAGE</b> Did we hear your side of the story? Were you asked for it?</p> <p> <b>EXPLAIN</b> Are you clear on what went wrong, how it affected people and what we're doing about that together?</p> <p> <b>EXPECTATION</b> Are you super clear on whether there are consequences coming for failing to live up to the standards we've set? What are you going to do to make things right?</p> <p><b>THEN ...</b> Record in <b>School Bytes</b> &amp; Exec to make a decision on <b>consequences</b> based on <b>harm and impact</b> and phone calls home.</p>	<p><b>INDOORS</b></p> <ol style="list-style-type: none"> <li>1. Call the office and state that assistance is needed for a CRISIS. Monitor &amp; keep others safe.</li> <li>2. Office seeks Principal or delegate immediately.</li> </ol> <p><b>OUTDOORS</b></p> <ol style="list-style-type: none"> <li>1. Send a runner to the office with the CRISIS emergency card. Monitor &amp; keep others safe.</li> <li>2. Office seeks Principal or delegate immediately.</li> </ol> <p><b>Principal or delegate will initiate a Response Analysis Method.</b></p> <p><b>THEN ...</b> Complete <b>Hazard/Incident</b> form and seek support through Being Well, EAPs or union rep if needed.</p>

<p><b>How can I access support for managing behaviour?</b></p>	<p> Learning &amp; Support referral</p>	<p> Discuss with an Executive</p>	<p> Ask for a <b>Functional Behaviour Assessment</b></p>	<p> Seek Real Schools support</p>
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## Bullying Response Flowchart

The following flowchart explains the actions Yagoona Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



Zena  
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