NSW Department of Education
School Behaviour Support and Management Plan

At Soldiers Point Public School, our vision is to build an inclusive community where every individual feels safe, happy, and empowered to embrace opportunity. We are committed to fostering a culture of high expectations that inspires creativity and supports the growth and success of all.

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 programs prioritised and valued by the school community are:

- *You Can Do It! Program Achieve*
- *Zones of Regulation*
- *The Resilience Project*
- *Cyber Safety Project*

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

Soldiers Point 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 and staff 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

Soldiers Point Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as school surveys and consulting with the P & C.
- using concerns raised through complaints procedures to review school systems, data and practices.

Soldiers Point Public School will communicate these expectations to parents/carers through the school newsletter and 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

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

To be respectful, safe and resilient learners.

Respectful	Safe	Resilient
Listen well and speak politely	Move Calmly and Sensibly	Prepared and organised
Learn and let others learn	Body and Objects to Yourself	Responsible and honest
Kind and accepting of others	Right Place Right Time	Strive to succeed
Looking after property	Use equipment safely	Have a go and participate

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 through the 'You Can Do It' Key Value lessons.
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	YCDI structured lesson plans	The program focuses on developing five key social and emotional skills: Confidence, Persistence, Organisation, Getting Along, and Resilience. By enhancing these skills, the program aims to help students achieve greater success in their academic and personal lives.	All
Prevention	The Resilience Project	Through our education and workplace programs, events and wellbeing resources, we focus on the key pillars proven to cultivate positive emotion: Gratitude, Empathy and Mindfulness (GEM), along with Emotional Literacy, Connection and Physical Health. As the more positive emotion you experience, the more resilient you will be.	Well Being Committee
Prevention	Zones of Regulation	The Zones of Regulation organizes our feelings, states of alertness, and energy levels into four colored Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	Cyber Safety Project	Cyber Safety Project is your trusted eSafety provider for proactive online safety and digital wellbeing education.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention/Intervention	SPPS Behaviour Consistency Guide *(Appendix 2)*	Behaviour Consistency Guide in a primary school is used to establish clear expectations for student behaviour and to promote a consistent approach to managing behaviour among staff and students.	All
Prevention / Early Intervention/ Targeted/ Individual	Australian eSafety Commissioner Toolkit for Schools 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
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST 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 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

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.

Soldiers Point Public School staff will 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 and Soldiers Point Public School Consistency Guide, in deciding whether a behaviour is teacher corrected, minor, major or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- Teacher corrected– low level inappropriate behaviour is managed by teachers in the classroom and the playground.

- Minor/Major - medium level negative behaviour that requires further action and corrective measures.
- Executive managed – behaviour of high concern is managed by school executive.
- Corrective responses are recorded on the School Bytes system. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • Planning Room, reflection and restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground redirection • walk with teacher • Planning Room, reflection and restorative practices • communication with parent/carer.

Soldiers Point Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. You Can Do It! Zones of Regulation, The Resilience Project and Cyber Safety Project consist of evidence-based strategies 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Through YCDI lessons and daily discussions. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide You Can Do It expectations and/or emotional regulation visuals from Zones of Regulation 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.	2. 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 moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD 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 behaviour 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 incidents on School Bytes 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 (You Can Do It/The Resilience Project) weekly.	4. Teacher records on Behaviour / wellbeing School Bytes by the end of the school day. Monitor and inform family if repeated.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include

	For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.	completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or 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 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 counsellor, 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 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
- 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 procedure
- 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.

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.

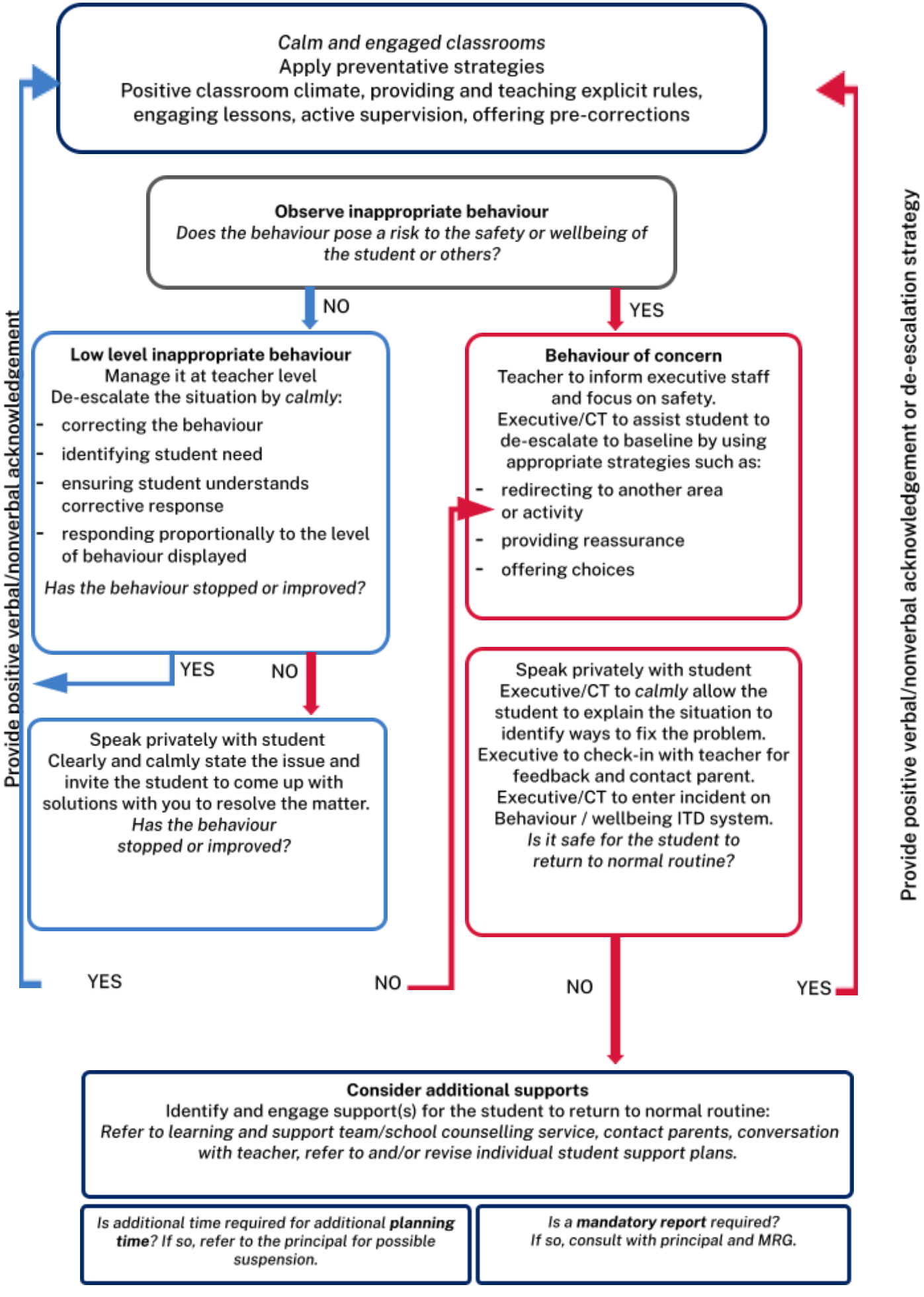
Strategy	When and how long?	Who coordinates?	How are these recorded?
Planning Room – a structured debriefing and planning after an incident or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes
Alternate play plan – 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
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal LST	Documented in School Bytes

Review dates

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

Next review date: 5 February 2026 - Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Soldiers Point 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.

Appendix 2: SPPS Behaviour Consistency Guide

SPPS Behaviour Consistency Guide

'Have Pride and Show Respect'

Wisdom, Conduct, Learning

Safe - Respectful - Resilient

Core Value	Level	Move Calmly and Sensibly	Body and Objects to Yourself	Right Place Right Time	Use equipment safely
Safe	Teacher Correction	• Running on concrete • Climbing on walls or seats	• Unsafe use of an object • Rough play	• Out of Bounds OOB • No hat on oval or concrete	• Unsafe use of equipment
	Minor	• Repeated running on concrete. • Repeatedly climbing on walls or seats	• Repeated unsafe use of an object • Pushing/shoving with intent to provoke • Pursuing to strike • Inappropriate touching	• Repeatedly OOB	• Repeated unsafe use of equipment
	Major		• Throwing an object with intent to harm • Physical aggression • Repeated inappropriate touching	• Leaving class without permission • Invasion of privacy in toilet • Non-compliance OOB	• Unsafe use of equipment, threatening safety of others
	Immediate Executive		• High-level Physical violence or Physical violence without compliance • Physical violence causing injury	• Leaving school grounds without permission	

Core Value	Level	Listen well and speak politely	Learn and let others learn	Kind and accepting of others	Looking after property
Respectful	Teacher Correction	• Out of turn talking • Calling out • Negative mutterings • Isolated use of inappropriate language	• Not sharing/ taking turns • Off task • Distracting others	• Excluding others • Gossiping • Isolated put downs • Name calling	• Littering • Throwing bags and others' property
	Minor	• Back -chatting/arguing • Disrespectful comments/tone/actions • Repeated disregard for school expectations	• Repeatedly off-task • Refusal to share /take turns • Disruptive behaviour	• Teasing • Ganging up	• Reversible graffiti • Careless damage of property
	Major	• High-level directed inappropriate language/ actions • Disrespect during formal occasions • Sustained aggressive/ argumentative talk • Continued disregard for school expectations	• Continued disruptive behaviour	• Intimidation/ Harassment • Threatening harm • Spreading rumours • Discriminatory language- sexual,racial,physical, religious • Bullying (actual) • Cyber bullying	• Vandalism • Intentional damage / loss of property
	Immediate Executive	• Verbally abusive aggression			• Destruction of property

Core Value	Level	Prepared and organised	Responsible and honest	Strive to succeed	Have a go and participate
Resilient	Teacher Correction	• Slow to comply with instructions • Late to assembly or class	• Telling lies • Not fulfilling leadership duties	• Reluctance to follow instructions • Poor quality / incomplete work	• Reluctance to participate • Reluctance to work with others
	Minor	• Repeated late to assembly or class	• Borrowing without permission • Repeated dishonest behaviour	• Deliberately ignoring instructions • Continued poor quality / incomplete work	• Reluctance to work with support • Refusing to cooperate
	Major		• Stealing	• Refusal to work	
	Immediate Executive				