



Epping Heights Public School

School Behaviour Support and Management Plan

Overview

Epping Heights Public School is committed to explicitly teaching and reinforcing positive behaviour and to supporting all students to be engaged in learning.

'At Epping Heights PS our focus is on students. We are committed to equity and excellence so every student can learn, grow and belong. Our positive wellbeing culture supports explicit teaching in Literacy and Numeracy and an enriching balanced curriculum. We are committed to nurturing, guiding, inspiring and challenging our students. In partnership with our students, parents and carers, we enact our school motto- success for all.' (EHPS School vision)

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.

Our school is committed to the Smiling Mind program [Smiling Mind Primary School Program \(nsw.gov.au\)](https://www.nsw.gov.au) with explicit lessons taught K-6 and scheduled whole school mindful brain breaks across each week. Anti-bullying culture is explicitly taught and reinforced through structured lessons, revisited through Child Protection lessons and an annual student incursion. Our supportive and inclusive school culture is further strengthened by an active ARCO and antiracism education program and embedded Aboriginal Education practices.

Our school has a buddy class system to support transition to school for Kindergarten and connections amongst students across K-6. It also ensures students know a range of teachers who are available to access for guidance, support and assistance. Our active Student Leadership Team and Student Representative Council lead wellbeing initiatives and ensure student voice and agency.

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

Epping Heights 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.

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

Epping Heights Public School partners 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 Tell Them From Me surveys, school surveys, consulting with the P & C including the class parent network, SRC and local AECG
- using concerns raised and data to review and strengthen school systems and practices
- proactively promoting positive and inclusive school culture through community events such as Harmony Day

Epping Heights Public School communicates expectations to parents/carers through parent information sessions, P & C, class parent network, 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

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

Be safe. Be respectful. Be responsible.

Be safe	Be respectful	Be responsible
<i>Examples of expected behaviour</i>		
Keep hands and feet to self.	Respect others' space and belongings.	Care for my own belongings.
Play in the supervised areas.	Speak with manners and kindness.	Look after school grounds and property.
Act safely and respectfully online.	Listen and accept differences.	Come ready to learn.
Respond appropriately to the bells.	Learn together.	Seek help when needed.

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 and school expectations for positive behaviour
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement such as house points, stickers and stamps, verbal feedback and merit awards
- effectively managing inappropriate behaviour to increase focus on learning
- providing active and visible supervision of students
- maximising opportunities for active engagement with learning
- differentiating learning to engage all learners
- providing regular check-ins with class teachers, specialist teachers and executives to ensure wrap around support as needed
- early and proactive wellbeing and/or behavioural intervention in collaboration with parents

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning strategies Toolkit for Schools eSafety Commissioner	An explicit series of lessons across K-6 taught in the first 4 weeks of each year and revisited throughout the year as required. Lessons include a focus on school rules across contexts, responsible digital citizenship, anti bullying and growth mindset.	All
	Smiling Mind Primary School Program (nsw.gov.au)	The Smiling Mind Primary School Program supports a whole-school approach to social and emotional learning (SEL), developing knowledge and skills in building wellbeing and resilience across the whole-school ecosystem. It includes fortnightly lessons and scheduled whole school pauses across the week for brain breaks and mindful moments.	All
	Harmony week - Everyone belongs	Students share culture and participate in lessons about difference and diversity. This culminates in a community event and Harmony Day concert in collaboration with the P & C.	All & P & C

Care Continuum	Strategy or Program	Details	Audience
	Bullying No Way: National Week of Action (nsw.gov.au)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All- SRC led
	Child protection and respectful relationships education (studentwellbeinghub.edu.au)	Teaching child protection education is a mandatory part of the syllabus. This program is explicitly taught in Term 3 when teachers have well established and trusting relationships with their class.	K-6
Early intervention	Social skills groups targeting behaviours	Targeted intervention in a small group environment at school to support and increase the coping strategies of students who are feeling anxious, stressed, demonstrate poor resilience or limited social skills.	LaST and identified students
Targeted intervention	School learning and support team (nsw.gov.au)	The Learning Support Team works with teachers, students, families and external agencies to support students who require personalised learning and support. Teachers undertake specific professional learning to support individual students.	LST inc School Psychologist and teachers for individual students
	Attendance matters – resources for schools (nsw.gov.au)	School Executive convene a planning meeting with students, families and class teachers to address barriers to improved attendance and set growth goals.	Individual students and School Executive
Individual intervention	Planning behaviour support for individual students (nsw.gov.au)	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students and School Executive

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 2.

Epping Heights 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 some 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** – behaviour of concern is managed by school executive
- Ongoing corrective responses are recorded on School Bytes Wellbeing

Classroom & Non-classroom setting

Step 1 - rule reminder and redirect

Step 2- rule reminder/reteach and offer choice

Step 3- stay with teacher to discuss & reflect (Note on playground slip for Class teacher)

Step 4 - time out, reflection and restorative practices (Noted on school bytes)

Step 5- ongoing concerns discussed with Assistant Principal for support (see Learning support flow chart Appendix 1)

Step 6- ongoing concerns results in communication with parent/carer

Note: serious or ongoing incidents including violence are referred directly to the school executive for support and action.

Epping Heights 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
<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>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>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p> <p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</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. 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.</p>

<p>3. Tangible reinforcers include stickers and stamps, house points and a merit award system. Merit awards and principal awards are recorded on school bytes</p>	<p>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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (Smiling Minds) 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>Recognition awards for positive individual and class behaviour are given at school assemblies and recorded in the newsletter .</p>	<p>Teacher contacts parents by phone 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
- time out, 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, 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](#)

Detention, reflection and restorative practices

At times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies, such as detention and reflection, to address inappropriate student behaviour. Such strategies enable the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. Detention and reflection is a disciplinary consequence implemented by Executive staff that may be used to address inappropriate student behaviour. They are applied as close as possible to the breach in behaviour. The student is always supervised by a staff member.

Toilet and food breaks are always included when withdrawal from 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.

Detention and reflection:

- is immediate for acts of deliberate physical violence
- occurs usually during the first half of lunch
- occurs in a classroom or quiet accessible indoor space within the school
- executive teaching staff, learning support teachers or experienced staff may be directed by the Principal to coordinate this time
- a record will be kept in student wellbeing records on School Bytes and a letter or email sent to parents

Examples of using detention and reflection include:

- A student has demonstrated repeated inappropriate behaviours that have been addressed at both the classroom and executive level. The student has been directed to a dedicated space at lunch time to participate in a restorative conversation, reflect on their behaviour and how they could make more positive choices.
- A student disrupts the class and learning by continually calling out, getting out of their chair and refusing to follow directions. An executive directs the student to spend half of lunch that day to think about their behaviour and the impact on the learning of others, and to complete the work they missed during class.

Time-out strategies

Teacher-directed time-out is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It aims to prevent behaviour escalation and support the teaching of appropriate behaviour and skills, such as self-regulation. It is used after other de-escalation strategies and teaching practices have been tried.

Teacher-directed time-out, paired with restorative conversations, form part of a student's behaviour support plan. Plans include explicit goals, explicit instruction of replacement behaviours, measures

to check progress and personalised student feedback to support the development of replacement behaviours.

When directing a student the teacher:

- directs the students to a space within the classroom or nearby, where the student can be supported
- the teacher monitors the student
- if on the playground, the student walks with the teacher on duty for 5-10 minutes
- it is for the shortest possible time

Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy. Teachers monitor students while they are having self-directed time-out.

Self-directed time-out occurs when the student:

- recognises a situation may increase stress to them or lead to an escalation in their behaviour
- requests permission to use self-directed time-out from the classroom
- signals and leaves the classroom or educational activity without prompting or support
- goes to a prearranged room or area, for example a garden, quiet space or hallway
- chooses to return to the classroom or educational activity as soon as they feel able to do so and within an agreed timeframe as part of their plan

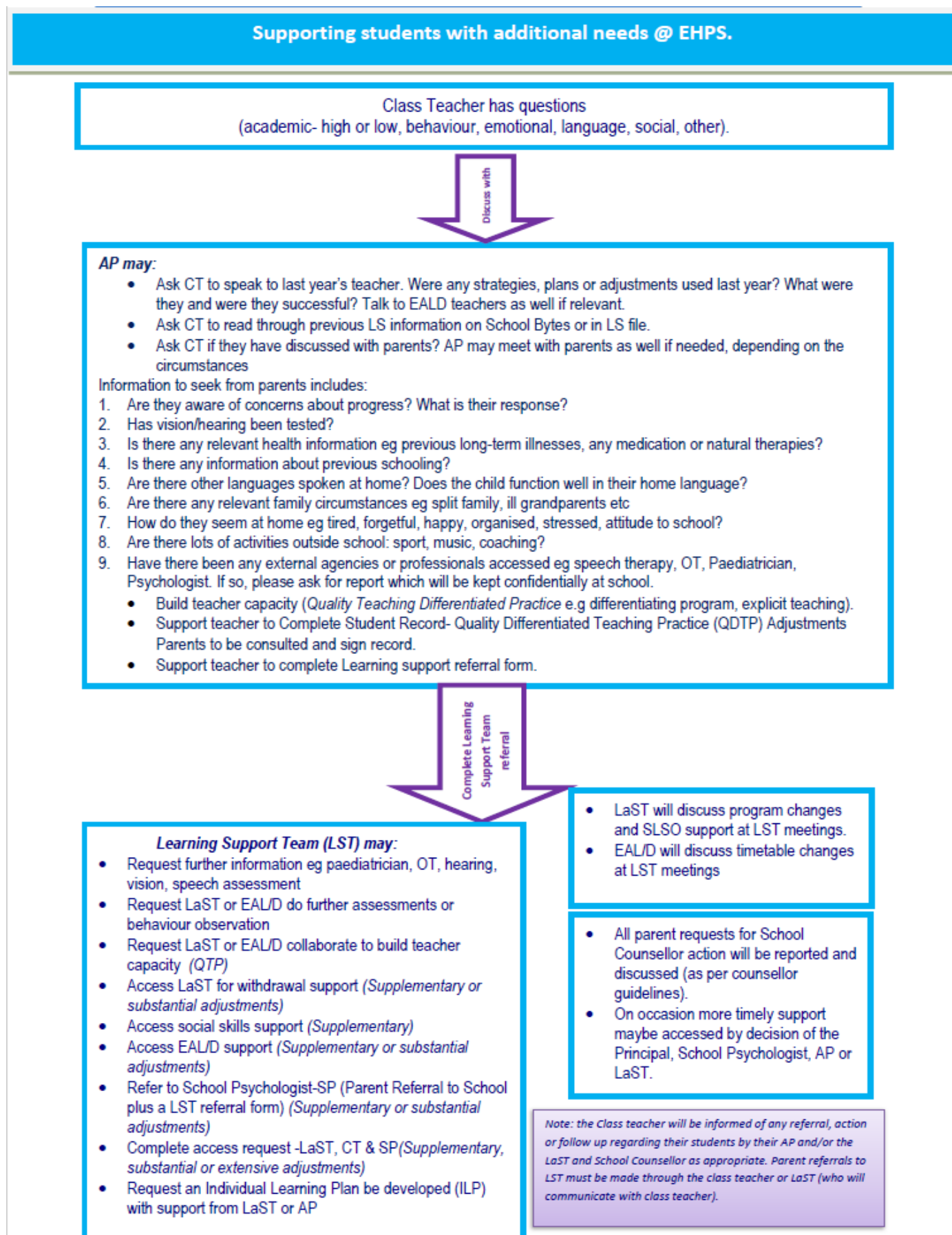
Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention and reflection	Usually 1st half of lunch	School executive	School Bytes *Parent informed
Timeout in classroom	As age or context appropriate	Class teacher or school executive	School Bytes
Time out in playground	As age or context appropriate	Class teacher or school executive	School Bytes

Review dates

Last review date: December 2024

Next review date: December 2025

Appendix 1 Learning support flow chart



Appendix 2: Bullying Response Flowchart

