



# The Pocket Public School Behaviour Support and Management Plan

## Overview

The Pocket 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 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, 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:

- The Pocket Public School Wellbeing Initiative

The Pocket 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

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

- inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG

The Pocket Public School will communicate these expectations to parents/carers through the school newsletter. 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

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

To be safe, respectful and responsible learners.

Respectful	Safe	Learner
Listen to and follow instructions	Hands and feet to yourself	Ask for help
Use appropriate language	Right place, right time	Work together
Share and take turns	Use equipment correctly	Be ready to learn

## 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 Pocket Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

## 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 cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Explicit Teaching of Behavioural Expectations	Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. Expectations are composed through continuous monitoring of behaviour data.	All students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Lunch Time Clubs	Student Learning Support Officers offer lunchtime clubs each day to engage children in semi structure play time activities. These include: sand pit play, hair design, disco, chess, soccer and art.	All students
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> 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
Early Intervention	Mind Up Curriculum	MindUP lessons are taught fortnightly in each classroom. MindUP teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships, and act with kindness and compassion.	All students
Early Intervention	Girls Group	Fortnightly meetings for Stage 3 students to discuss their emotions, needs and wants. Student guided social strategies are discussed.	Stage 3 students
Targeted Intervention	Wellbeing Coffee Morning	Learning and Support Team host fortnightly meetings in the “pick up” zone for parents to drop in and discuss the wellbeing of their children.	Parents / carers and community members
Targeted Intervention	Learning and Support Team	Learning and Support Team meet twice per term. They work with teachers, students and families to support identified students who require personalised learning an support.	Targeted students, parents and staff
Individual Intervention	Personalised Support Plans	Personalised support plans are composed with individualised learning and / or behaviour plans in conjunction with parents / carers, outside agencies (if applicable) and Departmental staff.	Targeted students, parents and staff
Individual Intervention	School Psychologist	The school psychologist meets with individual and groups of students to further support their wellbeing. Communication with parents / carers is an integral part of this service.	Identified students
Individual Intervention	Home School Liaison Officer	Home School Liaison Officer works with the school community with identified students to attend school regularly.	Identified students
Individual Intervention	Student Learning Support Officer (SLSO)	SLSO provide support for students with identified diverse learning needs including disability in classrooms and other learning.	Identified students

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Individual Support Planning	Internal and External specialist. Team Around the School	Identified students

## 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.

The Pocket 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 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 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 their year advisor or 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

The Pocket Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

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 consequence.

The school-wide continuum for acknowledging expected behaviour includes verbal and non verbal acknowledgement by all staff.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour.	Targeted/Individualised Responses to behaviours of concern.
1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
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. Principal/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 verbal and non verbal recognition by all staff.	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 a low-level consequence is applied.	3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
4. All social-emotional learning programs are taught fortnightly.	4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.	4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
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.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful.  In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.



## Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system (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 policy](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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 practices

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

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection conversation (problem-solving)</b> – What happened, what did you do, and what could you do instead next time.	Up to 75% of break times.	All Teachers/ principal	Documented in school record system – School Bytes.

## Review dates

Last review date: 5/2/25

Next review date: 5/2/26