

## School Behaviour Support and Management Plan Shortland Public School

### Overview

At Shortland Public School, our vision is to be an inclusive school with high expectations, that promotes wellbeing and success for all. As we work towards creating a learning community that sets high expectations for our students as they embark on their educational journey. We highly value our partnerships within the community, and our Parent-Teacher Association (P&C) works tirelessly to raise funds in support of our programs. We also recognise the significance of our place within the Callaghan collegiate, which provides a clear and consistent pathway for students' learning through strong partnerships with our local high school and other primary schools. Furthermore, we take great pride in our close collaboration with the Callaghan Aboriginal Education Consultative Group (AECG) ensuring maximum opportunities for Aboriginal, Torres Strait Islander, and all students.

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

The Leader in Me Program based on the 7 Habits of Highly Effective People and using quality evidence-based pedagogy in all classrooms.

Our programs are designed to support the diverse learning needs of our students and enhance their learning outcomes. Through best practices in learning support processes, we strive to cater to the individual needs of each student. Our goal is to create a high-quality learning environment that nurtures every student, every day

Shortland 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.

### Partnership with parents and carers

Shortland Public School will partner 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 Parent Group and local AECG. Using concerns raised through complaints procedures to review school systems, data and practices

Shortland Public School will communicate these expectations to parents/carers through the school website, social media channels and email. 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

# SHORTLAND PUBLIC SCHOOL

## CODE OF CONDUCT



### RELATIONSHIPS

I use manners and speak politely.

I include others in activities.

I am kind and considerate to everyone.

### RESPECT

I care for school property and the property of others.

I follow instructions.

I wear my school uniform proudly.

### RESPONSIBILITY

I learn and let others learn.

I take responsibility for my actions.

I work and play safely.

## 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

Whole school prevention approaches aim to establish and maintain safe, respectful learning environments for all students. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently. At Shortland Public School staff and students are provided with clear and concise expectations to provide learning environments that provide opportunities for all students to thrive and experience success in learning.

Care Continuum	Strategy or Program	Details	Audience
Prevention	School wide positive behaviour expectations and procedures	Behaviour support is built on the foundation of teacher-student relationships, where every student is known, valued, and cared for. Teachers model and explicitly teach specific behavioural expectations and social skills, ensuring students have a clear understanding of what positive behaviour looks like. Regular communication with parents maintains a shared understanding of school expectations, creating a supportive partnership between home and school. Through consistent teacher expectations, well-established routines, and measured responses to behaviour, we create a predictable and supportive learning environment that promotes student success.	Whole School
	Class Expectations	Class expectations are developed collaboratively between teachers and students, ensuring shared ownership and understanding of behavioural standards. These expectations are displayed within the classroom to serve as a visual reminder and reference point for all students. They are aligned with and reinforce our school-wide expectations, creating a consistent and cohesive approach to behaviour support across all learning environments.	Whole School
	Strong Teacher and Student Relationships	Student voice programs allow students to participate in decision-making at school on things which shape their educational experiences. Student voice is more than just 'having a say' and 'being heard'. To be successful, our school values the perspectives and opinions of our students and act on them in a way that genuinely shapes learning and decision-making at the school. Shortland offers a range of opportunities for student voice which include student Lighthouse team, Tell Them from Me Survey, Focus Groups, Class Meetings.	Whole School

Care Continuum	Strategy or Program	Details	Audience
	Explicitly teaching social and emotional programs	Our school teaches PDHPE lessons focusing on positive relationships. <ul style="list-style-type: none"> <li>• Zones of Regulation</li> <li>• Leader in Me</li> </ul>	Whole School
	Attendance Intervention Model and Strategies (Fine Tuning and Affirmation)	Regular school attendance is actively monitored and reinforced as a aspect of student success. Class teachers play a role in tracking attendance patterns and engaging with students about the importance of consistent school participation. We maintain open communication channels with parents and carers, ensuring timely updates and information regarding attendance. Our school regularly promotes and emphasises the significant benefits of regular attendance, including how consistent participation in school activities contributes to improved learning outcomes, social connections, and overall academic success.	Whole School
	Leadership Opportunities	Our school's leadership philosophy is embedded in our 'Leader in Me' program, which encourages leadership qualities in every student from Kindergarten to Year 6. At Shortland Public School, we firmly believe that every child has the capacity to lead. Through structured opportunities, students develop and demonstrate leadership skills across all aspects of school life. While we maintain traditional formal leadership positions such as School Captains and Vice Captains, our broader leadership framework ensures that every student can step into leadership roles, regardless of their age. This approach encourages student voice and creates a school culture where leadership is a mindset that we develop in every student.	Whole School
	Integrated Cultural Activities throughout the week as specific lessons for Aboriginal students	Aboriginal and Torres Strait Islanders students currently work once a week with a cultural mentor and a classroom teacher, in a range of activities that are based on a genuine and practical approach to working together to improve outcomes. They have access to an education that values their cultural heritage and identity and supports their learning and career development through quality teaching practices.	Whole School
Early intervention	Transition to Kindergarten	In Term 4, Year 5 students are given the opportunity to support next year's	Incoming Kindergarten Students and

Care Continuum	Strategy or Program	Details	Audience
		Kindergarten students. This program also follows into Term 1 of the following year as the students continue to support the incoming kindergarten students to settle into daily school life.	Year 5 students
	Transition to High School	School Staff partner with our local zoned high school to ensure that Shortland PS transition programs help students get prepared, make connections, build confidence and get off to a great start at Waratah Campus. Students also can be a part of the ASPIRE Program at Callaghan College Waratah Campus which is designed to enable high potential and gifted students to thrive and fulfil their potential in a stimulating and supportive environment.	Year Six Students
	LST Support	The Learning Support Team (LST) provides support for students through a systematic referral process that addresses academic, social/emotional, behavioural, attendance, and wellbeing concerns. The team, consisting of executive staff and School Counsellors, meets regularly to review and respond to referrals, ensuring timely and appropriate interventions for students requiring additional support. Through this collaborative approach, we maintain a responsive and effective support structure for our school community.	All staff
	Counsellor Services	School Counsellor services provide essential support through student counselling sessions, specialised testing for learning and behavioural assessments, and regular Disability Confirmation Sheet (DCS) updates. This integrated approach ensures students receive, professional support while maintaining current documentation and communication with relevant external agencies.	School counsellor/targeted students
<b>Targeted intervention</b>	Classroom Behaviour and Management Flowchart	The Behaviour and Management Flowchart provides teachers with a central and simple document to refer to when managing behaviour in the class. The guidelines ensure that a consistent approach is implemented by all teachers for all students. It outlines the steps needed to manage disruptive behaviour in class and on the playground. This approach encourages behaviour that is supportive and Respectful and puts the onus on individual	

Care Continuum	Strategy or Program	Details	Audience
		students to be truly accountable for their behaviour and to repair any harm caused to others because of their actions	
<b>Individual intervention</b>	Individual Behaviour Support Plans and Behaviour Response Plan	At Shortland Public School, we collaborate closely as a team to develop tailored behaviour support plans for individual students. These plans are designed to address specific behavioural needs and include strategies for de-escalation, as well as individual risk assessments. By personalising support and intervention, we aim to create a positive and safe learning environment for all students, ensuring that their unique needs are met with targeted, proactive strategies.	Targeted Individual Students
	Restorative Practices	The staff will implement a restorative practice approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions. It focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. It aims to manage conflict, defuse situations, repair hurt feelings and reduce the likelihood of retaliation after a conflict.	

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

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.

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. See Appendix 1.

**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.

Shortland 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.
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption

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
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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	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.
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, nonverbal 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 incident on Behaviour / wellbeing system 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 weekly.	4. Teacher records on Behaviour / wellbeing system 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 antibullying co-ordinator	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
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.	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	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.

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes Wellbeing system.

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.
- 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.

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.

## 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

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?
Behaviour Management Plan – In consultation with student, parent and teacher, discuss and set goals for individual students.	As needed	Classroom Teacher / Stage Supervisor	Documented in Student Profiles – SharePoint
Restorative practice – peer mediation	Scheduled for either lunch or recess break	Classroom Teacher / Stage Supervisor	Documented in SchoolBytes Wellbeing
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	Classroom Teacher / Stage Supervisor	Documented in SchoolBytes Wellbeing

## Review dates

Last review date: 3/2/2025: Day 1, Term 1, 2025

Next review date: 3/2/2026: Day 1, Term 1, 2025

## Appendix 1: Behaviour management flowchart



# CLASSROOM MANAGEMENT

An inclusive school, with high expectations that promotes wellbeing, and success for all.

	<b>On-task</b>	<b>What should my behaviour look like in the classroom?</b> <ul style="list-style-type: none"> <li>• Following School Code of Conduct and Class Expectations</li> <li>• Completing quality work</li> <li>• Trying hard</li> <li>• Listening to others</li> <li>• Helping others</li> <li>• Feeling positive and happy at school</li> </ul>	<b>Teacher strategies:</b> <ul style="list-style-type: none"> <li>• Being 'On Track'</li> <li>• Praise / reward / incentives</li> <li>• Gotchas</li> <li>• Authentic feedback</li> <li>• Visual feedback</li> <li>• Positive phone call home</li> </ul>
	<b>Off-task</b>	<b>What does my behaviour look like in the classroom?</b> <ul style="list-style-type: none"> <li>• Not following instructions</li> <li>• Unwilling to work</li> <li>• Defiant and/or disruptive behaviour</li> <li>• Damaging school or others property</li> <li>• Inappropriate language</li> <li>• Getting out of my seat</li> <li>• Hurting others (pushing, shoving, tripping other students)</li> <li>• Leaving the classroom</li> </ul>	<b>Teacher strategies:</b> <ul style="list-style-type: none"> <li>• Reminder of expectations</li> <li>• Redirection of behaviour</li> <li>• Relocation of student in the classroom</li> <li>• Reflection – time out / buddy class – Discuss with student appropriate consequence (loss of privileges)</li> <li>• Referral – CT carer contact</li> </ul>
	<b>Serious persistent</b>	<b>What does my behaviour look like in the classroom?</b> <ul style="list-style-type: none"> <li>• Consistent off-task behaviours</li> <li>• Physical aggression/violence towards others (staff and students)</li> <li>• Verbal abuse to others</li> <li>• Destroying school or others' property/theft</li> <li>• Leaving the room /school without permission</li> </ul>	<b>Teacher strategies:</b> <ul style="list-style-type: none"> <li>• Sent to Stage AP</li> <li>• Carers notified of action by CT/AP</li> <li>• Formal meeting with Carers</li> <li>• Follow IER Policy</li> <li>• Involvement of LST - Behaviour Response Plan/Behaviour Management Plan/Risk Management</li> </ul>
	<b>Reflection</b>	<b>What does my behaviour look like?</b> <ul style="list-style-type: none"> <li>• Talking through incident – What happened? What were you thinking at the time?</li> <li>• Reflecting on behaviour – What have you thought about since? Who has been affected by your behaviour?</li> <li>• What needs to happen to make it right?</li> </ul>	<b>Teacher strategies:</b> <ul style="list-style-type: none"> <li>• Restorative conversation at next available time.</li> <li>• Concrete instructions.</li> <li>• Provide reasonable instructions.</li> </ul>

Appendix 2: Bullying Response Flowchart

**Appendix 1: Bullying Response Flowchart**

