NSW Department of Education

Paxton Public School Behaviour Support and Management Plan

Overview

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

Our school vision aims for excellence by providing a safe and inclusive learning environment that promotes high expectations and strong connections to community and culture.

Principles of positive behaviour for learning, 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, restorative practices, explicit teaching, and constructive responses. We have the overarching goal of all students, families and staff being known, valued and cared for in our school.

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

Positive Behaviour for Learning (PBL) a whole-school framework that promotes positive behavior across the school and help develop safe and supportive learning environments.

Explicitly teach expected behaviors to all students.

Establish clear and consistent boundaries.

View inappropriate behavior as a behavioral error and provide support for learning more appropriate behaviors

Bounce Back - A Positive Education approach to wellbeing, resilience and social-emotional learning

Blended learning, providing teachers with practical strategies to explicitly teach wellbeing and resilience skills to help students 'bounce back' and cope with the complexity of everyday life.

Weekly focuses are implemented across the school which are identified through School Bytes wellbeing data and feedback from students and families.

Mentoring programs – Programs promoting resilience, empathy, self-respect and cultural awareness

Evidence based programs including; Top Blokes, SistaSpeak and BroSpeak.

Recognition Days – we acknowledge, celebrate and respond to national days every year to ensure our language is up to date with the changing world. We promote inclusivity at all levels.

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

Paxton 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 and prioritise re-teaching and positive modelling to ensure peer-to-peer relationships develop appropriately as students grow and change.

Partnership with parents and carers

Paxton Public School will continue to 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 'NSW Public Schools Survey', school surveys, consulting with the parent community, P&C and local AECG
- Using concerns raised through complaints procedures to review school systems, data and practices.

Paxton Public School will communicate these expectations to parents/carers through Class Dojo, community handouts, School Bytes, social media 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.

School-wide expectations and rules

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

To be respectful, responsible and resilience learners.

Safety	Teamwork	Achievement	Respect
Right place, right time	Letting others achieve	6 Ls of learning	Respect for self
Safe hands and feet	Taking turns	Following instructions	Respect for others
Sun safety	Playing fairly	Trying my best	Caring for your school
Safe equipment use	Helping others	A positive mindset	Moving forward

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
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	A whole-school framework that promotes positive behaviour across the school and help develop safe and supportive learning environments.	All
Prevention	Bounce Back Resilience Program	Bounce Back! is a positive education curriculum program exploring wellbeing, resilience, and social and emotional learning for primary school children. Be You/Beyond Blue	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students K-6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Community events and recognition days	Including: Cessnock Walks Kawuma, Harmony Week, White Ribbon Day and RUOK Day.	
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and	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	All

Care Continuum	Strategy or Program	Details	Audience
	respond to cyberbullying	incidents. The toolkit includes actions to report and manage cyberbullying incidents.	
Early Intervention	Smiling Mind	Small group/whole class prevention focused intervention to support and increase the coping strategies of students to use when feeling anxious, stressed or worried.	K-6 Targeted groups
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 co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
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
Early intervention	Peer mediation/circles	Conflict resolution is the process of attempting to resolve a dispute. Conflict resolution skills empower, prepare and support students and staff to deal successfully with conflict situations at school, at home and in later life. The range of skills includes listening, negotiation, assertiveness, problem solving and reflecting. Peer mediation helps develop a safe, supportive school community.	K-6 students Targeted groups
Early intervention	Resilience and relationship Programs	Programs that target resilience, empathy and self-respect including; Top Blokes (Stage 3) and Interrelate (Stage 3).	

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 4 (Bullying Response Flow Chart).

Paxton 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)
- through School Bytes data, entered and reviewed daily, to identify areas of planned interventions, including targeted/individual, cohort and whole school. Daily follow up will ensure behaviours are managed in a timely manner to prevent further concerns. See Appendix 2 (Behaviour Flow Chart).
- 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. See Appendix 1 (Minor and Major Behaviours).

> **Teacher managed –** low level inappropriate behaviour is managed by teachers in the classroom and the playground (Minor behaviours)
>
> **Executive managed –** behaviour of concern is managed by school executive or delegate (Major behaviours)
>
> Resolutions are recorded in School Bytes.
>
> These include: (See over page)

Classroom	Non-classroom setting
reminder of expectations re-direct offer choice support with problem solving prompts/visuals reteach seat change buddy classroom stay in at break to discuss choices/ complete work loss of reward/privilege reflection and restorative practices communication with parent/carer.	reminder of expectations re-direct offer choice support with problem solving prompts/visuals reteach play or playground re-direction walk with teacher loss of reward/privilege reflection and restorative practices communication with parent/carer adjusting playground play to suit dynamics

Paxton Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL, Smiling Minds and Bounce Back programs 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. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and values.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact principal (or delegate) to seek help from executive straight away if there is a risk. Otherwise notify principal 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 School Bytes.	3. Use direct responses e.g. expectation/value 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. Principal (or delegate) collects information and reviews the incident from multiple perspectives to determine next steps. Principal (or delegate) 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.
4. Social emotional learning lessons are taught weekly or at point of need.	4. Teacher records on School Bytes 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 anti-bullying 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 school email, phone, face-to-face or through the office Dojo. Phone calls home is used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.	Teacher contacts parents by phone 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 principal (or delegate) 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
- loss of reward, 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, office Dojo, 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:

- Work Health and Safety Policy Summary
- 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.

Loss of reward, 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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Principal or delegate teacher	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 (loss of reward/privilege)	Next break	Principal of delegate teacher	Documented in School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Principal or delegate teacher	Documented in School Bytes

Review dates

Last review date: Wednesday 5 February 2025, Term 1, Week 2

Next review date: Tuesday 27 January 2026, Term 1, Week 1

Appendix 1: Minor and Major Behaviours

Minor Behaviours

Inappropriate language	Messages or use of words in an inappropriate way for the development age of the child. For example, put-downs, name calling, teasing and negative words
Physical contact	Non serious, but inappropriate physical contact that impacts another student negatively
Defiance	Low-intensity failure to respond to adult requests in a timely manner
Mild disruption	Talking while the teacher is speaking or making loud noises to deliberately disrupt the classroom
Property misuse	Student deliberately destroying/taking another student's equipment/work or possession in an inappropriate way (low intensity) or damaging school property
Leaving the classroom	Leaving the classroom without the permission of the teacher (absconding)
Late to class	Being late to the classroom or activity without permission or good reason
Not achieving	Not completing the required activity, despite being given help
Not being honest	Student is dishonest when questioned about a behaviour/action
Out of bounds	Student is not in the right place at the right time
Teasing	Student is unkind to another student either verbally or with gestures

Major Behaviours

Abusive language	Messages that include swearing, name calling or the use of words in an inappropriate way for the developmental age of the child. Words are directed at someone else
Causing major disruption	Refusal to follow directions which causes a major disruption to the learning of the other students. For example, a lockdown or class evacuation
Physical aggression	Actions involving serious physical contact where injury may occur because of aggression
Deliberate violence	An act of violence that is a deliberate, resulting in an injury to another student or staff member
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's personal belongings
Bullying	Seek to harm, intimidate, or coerce (someone perceived as vulnerable) repeatedly (more than once)
Repeated bullying	Seek to harm, intimidate, or coerce (someone perceived as vulnerable) repeatedly (ongoing) after interventions
Harassment	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats of intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negatives comments based on race, religion, gender, age, and/or nationality; sustained or intense verbal attacks based on ethnicity, disabilities or other personal matters.

Appendix 2: Behaviour Flow Chart

Minor - Teacher managed

Observe behaviour of concern

Major - Principal managed

Minor behaviours
Inappropriate language, physical contact, defiance, mild disruption, property misuse, leaving the classroom, late to class or not achieving.

Problem solve with student/s

Major behaviours
Abusive language, causing major disruption, physical aggression, deliberate violence, theft, repeated bullying, harassment.
Repeated minors

Follow PBL minor flow chart

Does behaviour need Principal management?
N Y

Follow PBL major flow chart

Step 1
- Prompt
- Redirect
- Reteach
- Choice
- Consequences

Step 1
- Remind student of school expectations
- Review behaviour as per student behaviour code
- Record on School Bytes as Major Behaviour

Behaviour stops

Behaviour continues

Give positive verbal/social acknowledgement and Dojo etc.

Principal Actions
- Review incident
- Determine consequences
- Implement consequences

Apply behaviour consequence

Playground	**Classroom**
Reflection time Loss of Reward Alternative activity	Reflection time Loss of Reward Completion of work

Teacher completes minor behaviour in School Bytes. Informs parents if necessary/ongoing/repeated.

Does student have repeated minors with no evidence of improvement?
Yes

Principal informs parent and provides feedback to CT

If behaviour continues:
Parent interview, LST intervention, loss of reward/privileges, follow student behaviour code, suspension policy, seek support from **Team Around a School.**

Appendix 3: Positive Reward System

Whole School Reward System Tier 1

Step 1:
Praise and acknowledge

Step 2:
Dojo points based on focus of the week

Step 3:
Whole school reward when improvements in data in are of focus (student choice)

Classroom Reward System Tier 2

Step 1:
Praise and acknowledge

Step 2:
Dojo points and other extrinsic rewards. Eg. stickers, stamps

Step 3:
Classroom reward pre-selected by class based on teachers in class system

Step 4:
5 class awards per assembly 10 per term
10 merit awards = a gold award

All Settings Reward system Tier 3

Step 1:
Praise and acknowledge

Step 2:
Assembly Awards
PBL Class Awards (Paxton Star)
Principal Award
Bounce Back Class Awards
Attendance Award Draw

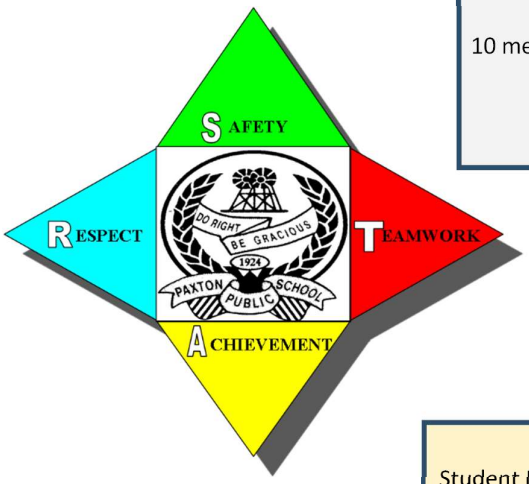
Step 3:
Letters sent home at the end of term for exemplary behaviour and 100% attendance.
(Based on School Bytes data)

Step 4:
Qualifying students invited for a special end of term reward with Principal.

1. No negative behaviour referrals
2. Top 10 or improved attendance

Step 5:
Presentation Day Special Awards
PBL letters for 4 terms of exemplary behaviour as well as a Paxton Star Medal
Top 10 attendance awards (98%+)
Improved attendance

Step 6:
Student Leadership—School Bytes data will be used to ensure students qualify to apply for school leader.



Appendix 4: Bullying Response Flowchart

The following flowchart explains the actions Paxton 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.

First hour: Listen
- Identify bullying behaviour, including cyber-bullying
- 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
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes
- Notify principal (or delegate) of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in your School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Paxton Public School aim for excellence by providing a safe and inclusive learning environment that promotes high expectations and strong connections to community and culture.