

School Behaviour Support and Management Plan Picton PS

Overview

Picton Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. All students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, the Picton Public School Behaviour Support and Management Plan incorporates comprehensive and inclusive strategies that create an environment with clearly defined roles, responsibilities and behavioural expectations. Picton Public School is committed to providing a safe, supportive and responsive learning environment for all students in which they demonstrate Safe, Respectful, Learner (SRL) behaviours and expectations. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for safe, respectful and engaged learners. We will take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. NSW Department of Education is committed to creating quality learning opportunities for all students which includes strengthening their cognitive, physical, social and emotional wellbeing. Cognitive wellbeing is associated with achievement and success. Emotional wellbeing relates to self-awareness, emotional regulation and resilience. Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. Physical wellbeing is associated with the extent to which we feel physically safe and healthy. This commitment to wellbeing aims to support students to connect, succeed and thrive. Promoting the learning, safety and wellbeing of all students is the foundation of the Picton Public School Student Behaviour Support and Management Plan.

Partnership with parents and carers

All members of the Picton Public School community are responsible for the behaviour and wellbeing of its students. Teachers, parents and carers work as partners in education to provide children with a productive, safe and harmonious environment. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions. Collaboration between school, students and parents/carers is integral in ensuring successful implementation of the Picton Public School Behaviour Support and Management Plan.

School-wide expectations and rules

Safe

Respectful

Learning

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	Classroom Management	<ul style="list-style-type: none"> • Strong teacher/student relationships. • Explicit teaching and modelling of specific skills including behaviour expectations and social skills. • Communication with parents around school expectations. • Class based systems of expectations and positive reinforcement. • Consistent teacher expectations, routines, modelling and responses to behaviour. • Liaison with previous teachers, pre-schools, external paraprofessionals • Curriculum links, particularly in PDHPE (including respectful relationships), and personal and social capabilities in all syllabi. • Engaging parent involvement. • High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs). 	Staff, students, families

Care Continuum	Strategy or Program	Details	Audience
	<p>Support programs for Aboriginal and Torres Strait Islander young people</p>	<ul style="list-style-type: none"> • A restorative approach that focuses on building, maintaining and restoring positive relationships. • Deadly Bunbarri • Cultural Perspectives lessons 	<p>Staff, students and families.</p> <p>First Nations Students and families.</p>
	<p>Professional Learning</p>		<p>Staff</p>
	<p>Additional Supports</p>	<ul style="list-style-type: none"> • Teachers have access to professional learning resources through the DoE to enhance teaching practice. • Student support officers work in schools to enhance the wellbeing and learning outcomes of students. teaching practice. • Accessing external providers to present sessions on cyber-safety, anti-bullying and other school-identified areas. • Consider available data to ensure prevention strategies are well suited to incoming students. 	<p>Staff, students and families.</p>
<p>Early intervention</p>	<p>Classroom Management</p>	<p>Communication with parents through Seesaw and meetings.</p> <ul style="list-style-type: none"> • Explicit teaching and modelling of specific skills including behaviour expectations and social skills • Drama and role play • Self-regulation training – brain breaks, yoga, heavy work, weighted blankets 	<p>Whole school</p>
	<p>Professional Learning</p>	<ul style="list-style-type: none"> • Got It! (Getting on Track in Time) reduces the frequency and severity of conduct problems in young children by strengthening the abilities of parents/carers, building capabilities of school staff and the capacity of school systems to respond to children with conduct problems and their families. 	<p>Staff, students and families (identified students)</p>

Care Continuum	Strategy or Program	Details	Audience
	Additional Supports	<ul style="list-style-type: none"> • Peer support, buddy programs and mentoring. • Anti-bullying strategies including cyber-bullying and internet safety. • Anti-bullying research, advice and resources - This link provides more information about anti-bullying resources, including cyber-bullying. • Student Support Officers work in schools to enhance the wellbeing and learning outcomes of students. SSOs support the implementation of the school’s whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. • Picton Prep transition to school program to identify individual student need upon transition to school. • School counsellor service. 	Whole school
Targeted intervention	Classroom Management	<ul style="list-style-type: none"> • Modified individual expectations and goals. • Transition strategies – class to playground, lesson to lesson, grade to grade, school to school. 	Staff, students and families
	Delivery Support Team	<ul style="list-style-type: none"> • Delivery Support ‘Team Around a School’ • Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family. • School Learning and Support team comprising of principal, school counsellor, LaSTs, SLSOs, School Chaplain and Executive. 	Staff, students, families. School Learning and Support Team Delivery Support
	Professional Learning	<ul style="list-style-type: none"> • Introduction to Functional Behaviour Assessment eLearning. This eLearning provides the foundations understanding behaviour and that all behaviour is functionally related to the environment. By 	Staff

Care Continuum	Strategy or Program	Details	Audience
		<p>understanding why and when behaviours occur educators can develop, implement and evaluate interventions that better meets the needs of the student.</p> <ul style="list-style-type: none"> • Introduction to Functional Behaviour Assessment eLearning. This eLearning provides the foundations understanding behaviour and that all behaviour is functionally related to the environment. By understanding why and when behaviours occur educators can develop, implement and evaluate interventions that better meets the needs of the student. 	
	Additional Supports	<ul style="list-style-type: none"> • Introduction to Functional Behaviour Assessment eLearning. This eLearning provides the foundations understanding behaviour and that all behaviour is functionally related to the environment. By understanding why and when behaviours occur educators can develop, implement and evaluate interventions that better meets the needs of the student. • Police Youth Liaison Officers. • School counselling service. • School chaplaincy program for targeted students. • Expert panel of Allied Health and behaviour support providers. 	<p>Staff</p> <p>External supports/providers</p>
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

Tiered behaviour support system. Please refer to the Picton Public School Student Wellbeing Procedures.

Responses to serious behaviours of concern

- 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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Tiered behaviour support system. Please refer to the Picton Public School Student Wellbeing Procedures.	Refer to PPS Student Wellbeing Procedures	Principal and school executive	School Bytes

Review dates

Last review date: 31.01.25

Next review date: 31.01.26

Appendix 1: Bullying Response Flowchart

