

## Seaforth Public School Behaviour Support and Management Plan

### Overview

Seaforth Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. This plan is an operational document which outlines school practices and is made available to all students, parents/carers and school staff.

### Partnership with parents and carers

Seaforth Public School will work with parents and carers to establish expectations for parent engagement in developing and implementing student behaviour management strategies. This communication will be achieved through communicating PBL expectations (whole school and classroom) at Meet the Teacher Evenings and in class newsletters. School updates are communicated via the school App and in school newsletters. Feedback from parents and carers is sought annually through Tell Them from Me Surveys. Individualised behaviour plans are developed in consultation with parents and carers for students who require individualised support measures.

### School-wide expectations and rules

At Seaforth we want our school to be inclusive, a place for learning, where we support students to behave in positive ways and our students learn how to connect with others. Seaforth Public School has the following school values which are taught through the Positive Behaviour for Learning (PBL) framework.

At Seaforth Public School we are:

- Safe
- Respectful
- Responsible
- Resilient



## 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	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All students K-6
Prevention	Child Protection	Lessons are taught across K-6 on a yearly basis. They are a mandatory part of the NSW syllabus.	All students K-6
Prevention	Wear it Purple Day and Harmony Day	Celebrated annually to nurture a school culture that recognises students' diversity, supports students' individual wellbeing and promotes harmony.	All students K-6, staff and community
Prevention	Online Guardians	The Online Guardians are an E Safety endorsed organisation with 15 years' experience working with schools, students, educators and families in the digital world.  The program supports and guides students through the challenges in both the digital and physical world.	Students Years 3-6, staff and parents/carers
Early intervention	Learning and Support/ SLSO	Alternate play activities in the playground and social skills groups as required.	Individual students K-6
Early intervention	Positive Behaviour for Learning - specific lessons	Lessons written by teachers to target specific behaviours eg. behaviour in the toilets, at assembly etc. Small group, class or whole school to address needs as they arise.	K-6 students as required
Targeted /Individual intervention	Learning and Support Team (LST)	The LST works with teachers, students and families to support students who require personalised learning and support.	All students K-6 and pre-school transition
Targeted /Individual intervention	Attendance	Teachers refer students to the Learning and Support Team who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. The Learning and Support team monitors overall attendance.	Individual students, school executive, teachers and parents/carers
Individual intervention	Individual Behaviour	This may include developing, implementing, monitoring and reviewing: behaviour	Individual students, school

Care Continuum	Strategy or Program	Details	Audience
	Support Planning	support, behaviour response and risk management plans.	executive, teachers and parents/carers

## 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 1 (Seaforth Public School Anti-Bullying Plan).

Seaforth 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. Students who have been bullied will be offered appropriate support, for example through the school counselling service. Behaviours of concern will be addressed as outlined below.

### 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.
- Corrective responses are recorded on SchoolBytes in wellbeing. These may include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> </ul>

<ul style="list-style-type: none"> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• time out, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• reteach</li> <li>• play or playground redirection</li> <li>• walk with teacher</li> <li>• time out, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>
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### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes in Wellbeing. 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
- refer to Assistant Principal Learning and Support for the Beaches Network
- 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 in line with NSW Department of Education Procedures

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](#).

### **Reflection and restorative practices**

Reflection and restorative practice are teaching and learning approaches that encourage behaviour that is supportive and respectful. Individuals are supported to identify the role their behaviour can play and how they can repair relationships affected by their behaviour. Classroom teachers and executives use reflection and restorative practices. This can occur in class time or in break time. If during break time, students are given time to eat and go to the toilet. Behaviour will be monitored as outlined in this document.

### **Review dates**

Last review date: 4 September 2024

Next review date: 11 April 2025

## Appendix 1: Anti Bullying Plan

### Seaforth Public School Anti-Bullying Plan

Seaforth Public School is an inclusive learning environment, where diversity and individual differences are respected. Quality education is provided for students to meet their learning needs in a secure and supportive school environment. We believe positive student behaviour is the responsibility of the whole school community, achieved through modelling and maintaining high expectations. Our school plans and programs aim to empower students by giving them a sense of responsibility, safety and belonging which helps them develop skills they will carry their whole life.

Students and teachers have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Bullying is not acceptable in any form.

#### What is Bullying?

- Can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying behaviour can be verbal, physical, social or psychological.
- Can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.
- Devalues, isolates and frightens, affects an individual's ability to achieve
- Has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying. All members of our school community have a responsibility to model positive behaviour. Our school community's position on bullying is **zero tolerance**.

#### Core Strategies at Seaforth Prevention

- The Seaforth PBL program involves explicit teaching of expected behaviour by all classroom teachers at the beginning of each year and is continued throughout the year. Positive behaviours are consistently reinforced through the Seaforth PBL program.
- Professional development on strategies to prevent and address bullying is provided for staff.
- Teaching programs across the school promote resilience, life skills, social skills, conflict resolution and communication skills
- All Year groups have targeted teaching programs relating to Child Protection, Drug Education, Peer Support and Cyber Safety
- Student Welfare issues and strategies are discussed at weekly staff meetings.
- For additional support staff increase supervision of potential playground hot spot areas and offer alternatives for play

#### Early identification

- Students are encouraged to report bullying incidents involving themselves or others.
- Parents are encouraged to contact the school if they are aware of a problem.
- Executive staff are alerted to incidents of bullying and involved in ongoing monitoring if required.

#### Intervention

- Teachers consistently use the school Anti-Bullying Policy strategies if an incident of bullying occurs.
- All students involved in an incident of bullying are spoken to confidentially and the circumstances of the incident investigated (including context and contributing factors).
- All students involved offered school support (this may include recommending external specialist services and resources such as counselling)
- If bullying behaviour continues students, parents and school team (including Principal, class teacher, Learning Support Team and School Counsellor) meet to address concerns.
- Following bullying behaviour being addressed, all students involved are monitored. Ongoing support may be provided.