

School Behavior Support and Management Plan Engadine Public School

Overview

Engadine Public School is committed to explicitly teaching and modelling positive behaviour and to supporting students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning, Smiling Minds, and Kids Matter.

Partnership with parents and carers

We work in partnership with our families along the care continuum, to support positive, inclusive, safe behaviours, and to identify and address issues requiring intervention.

School-wide expectations and rules

Expectation
Be safe – keep your hands and feet to yourself
Be respectful – listen to and follow instructions
Be responsible – take responsibility for your actions
Be a learner – stay on task and try your best

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

Engadine Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and expectations:

- Weekly Positive Behaviour for Learning (PBL) lessons
- Strong teacher/student relationships
- Explicit teaching and modelling of specific skills including behaviour and social skills
- Communication with parents and families about school expectations
- Class based systems of positive reinforcement
- Consistent teacher expectations, routines, modelling, and responses to behaviour
- Liaison with previous teachers, pre-schools, external therapists

- Curriculum links, particularly in PDHPE (including respectful relationships) and the U R Strong Friendship program
- Social skills programs, role play and drama activities, and circle time
- Turn taking activities, board games, card games, picture talks and barrier games to develop expressive and receptive communication skills (often under the guidance of our student support officer)
- Encouraging parent involvement
- Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs
- 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 (PLP)

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 school wide and classroom systems of support that brings together the whole school community to contribute to developing a positive safe and supportive learning culture.	Whole school
Prevention	Class Dojo / See Saw	Communication with parents about school expectations	Individual students, families and staff
Prevention	Smiling Minds	Integrating mindfulness, movement breaks and social / emotional learning into teaching and learning programs	Whole school
Prevention	Restorative Practices	A restorative approach that focusses on building, maintaining and restoring positive relationships	Whole school
Early Intervention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 school wide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole school

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Restorative Practice	A restorative approach that focusses on building, maintaining and restoring positive relationships	Whole school
Early Intervention	Zones of Regulation	Develops awareness of feelings, energy and levels of arousal while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.	Individual students, families & staff
Targeted Intervention	PBL Tier 2	PBL Tier 2 – Targeted systems of support eLearning. This eLearning focusses on flexible, continuously available early interventions for students who need additional to reduce inappropriate behaviour before it becomes chronic	Individual students, families and staff
Targeted intervention	Learning and Support Team	The Learning and Support Team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short and long term goals.	Individual students, families and staff
Individual intervention	Case Meetings	Support from other stakeholders such as Allied health practitioners, delivery support team members, student counselling support team and external agencies such as pediatricians, psychologists or those involved in individual case management	Individual students, families and staff

Detention, reflection, and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Restorative Practices	As required to build, maintain, and restore positive relationships	Executive team	Sentral
Reflection	A planned consequence that involves a single student, or group of students, being in a designated room or area. Whilst in reflection students have access to food and unrestricted access to toilets if required. The purpose of this is to support the student to reflect on their behaviour and make positive choices. The maximum length of time a student is on reflection is no longer than 30 minutes and adjustments are made appropriate to the age of the child and developmental ability. The student is always supervised in the room by an executive staff member and not left alone at any time.	Executive staff member	Recorded on Sentral. Parents notified when there is a third reflection in a term.



Planned responses to behaviours of concern, including bullying and cyber-bullying





- 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](#).

Review dates

Last review date: 31st January 2025

Next review date: 31st January 2026