

## NSW Department of Education

# North Star Public School Behaviour Support and Management Plan

### Overview

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

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, 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, explicit teaching, and planned responses.

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

- Friendly Schools Plus

Friendly Schools is a student wellbeing initiative that helps build critical social and emotional skills, create positive, safe and supportive learning environments, and significantly reduce bullying primary school environments.

North Star 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. Students are consistently praised for their efforts, and not necessarily just for achievements, thus fulfilling motivation and enthusiasm towards school and learning, and reducing the focus on who or what is going wrong.

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.

### Partnership with parents and carers

North Star 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 school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG.
- Using concerns raised through complaints procedures to review school systems, data and practices.

North Star Public School will communicate these expectations to parents/carers through the school newsletter, other school online communication platforms and provide links to information and resources in [Behaviour Support Toolkit](#). 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

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

### Kindness, Respect, Responsibility and Safety.

Kindness	Respect	Responsibility	Safety
Be kind and value others	Respect to self and others	Be ready to learn	Hands and feet to yourself
Share and take turns	Use appropriate language	Be on time	Use equipment correctly
Listen to and follow instructions	Accept differences	Be safe	Right place, right time

## 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 cyberbullying 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Teaching school Rules	Explicitly and consistently teach school rules, values and expectations.	All
Prevention	Class Dojo	Recognising effort, achievement, school values, and positive reinforcement	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	Student Leadership	Student attendance at GRIP, leadership programs offered by external agencies. Encouraging and empowering student voice and agency.	Students 5-6
Prevention / Early Intervention / Targeted Individual	Engagement in the Friendly Schools Plus program	Friendly Schools Plus is an innovative, easy, whole school, evidence-backed social and emotional learning program that measures and builds emotional intelligence, mental health and wellbeing.	Teacher Students K-6
Prevention / Early intervention / Target Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Students K-6 Families Staff
Targeted / Individual intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students and families Principal
Targeted intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal LST team Classroom Teacher
Individual intervention	<a href="#">Individual Behaviour Support Planning</a>	Planning in collaboration with students and families with support from Team Around a School where needed. This can include developing, implementing, monitoring and reviewing; individual behaviour support and risk management plans.	Principal/LST team Classroom Teacher Student and Family

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

North Star Public School planned response to behaviour is either Teacher or Executive managed depending on whether the behaviour is a behaviour of concern, or a low-level inappropriate behaviour. Staff are consistent in their approach to identifying and managing low-level inappropriate behaviour and behaviours of concern that do not meet school expectations or school values.

A behaviour of concern can be a 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.

North Star Public School follows a student behaviour expectations flowchart, in order to establish and maintain well communicated expectations to students and staff, and to demonstrate consistency of expectations to students and the school community. The flowchart identifies the difference between low-level inappropriate behaviour, or behaviours of concern, and the action accompanied with each behaviour. See Appendix 1 for the flowchart.

Inappropriate and behaviours of concern can be raised by students, teachers, parents, community members 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 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 (excursions)
- 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

North Star Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. This is through the delivery of evidence-based strategies such as the Friendly Schools Plus program, Class Dojo reward system, and consistent expectations for self-regulation, reduced impulsivity, increased focus and motivation towards engagement in learning.

Specific positive feedback may not be sufficiently reinforcing for all students, so the school-wide continuum (rewards program) provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum (awards system) for acknowledging expected behaviour includes:

- free and frequent – verbal and non-verbal specific positive feedback for everyday use by all staff in all settings including Class Dojo points.
- moderate and intermittent – including regular student and principal awards presented at assembly.
- significant and infrequent –semester or annual types of recognition such as prestigious awards at our annual presentation day.

<b>Prevention</b> Responses to recognise and reinforce positive, inclusive and safe behaviour	<b>Early Intervention</b> Responses to minor inappropriate behaviour	<b>Targeted/Individualised</b> Responses to behaviours of concern
Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations. Provide emotional regulation visuals and/or supports. Allow students opportunities to self-regulate.	Seek assistance from another staff member if there is a risk to safety. Otherwise notify principal ASAP.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	Principal or Teacher 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.
Tangible reinforcers include those that are: <ul style="list-style-type: none"> <li>• free and frequent</li> <li>• moderate and intermittent</li> <li>• significant and infrequent</li> </ul>	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 a low-level consequence is applied.	Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on School Bytes and contacts parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
All social-emotional learning programs (Friendly Schools Plus) are taught weekly	Teacher records where necessary by the end of the school day. Monitor and inform family and principal if repeated.	Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations	Teacher contacts parents by phone or email when a range of corrective responses have not been successful.  In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, 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 the 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
- detention, reflection and restorative practices
- communication and collaboration with parents/carers (phone, 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

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.

## 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](#)

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.

## 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?
<b>Restorative Practice / Trauma Informed Approach</b> – a debriefing session with students involved in an incident to discuss emotions, care and concern for others, and making responsible decisions. Encouraging student voice and conflict resolution.	Class time and break times as required	Teacher/ Principal	Documented in School Bytes
<b>Reflection conversation (problem-solving)</b> – a structured session after an incident or behaviour of concern with an individual student to discuss what happened, what did you do, and what could you do differently instead next time.	Next day or next play break time	Teacher/Principal	Documented in School Bytes
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to another area of playground/seating for supervised play following breach in behaviour as a consequence following an incident of behaviour concern.	Next break	Teacher/Principal	Documented in School Bytes

### Review dates

Last review date: 19 December 2024

Next review date: SDD Term 4 2025



Appendix 1: Response to Behaviour Management Plan



**NORTH STAR PUBLIC SCHOOL  
BEHAVIOUR MANAGEMENT AND SUPPORT PLAN 2025**

Examples of Minor, Teacher Managed Behaviour	Response to Minor, Teacher Managed Behaviour
<p><b>SAFETY</b></p> <ul style="list-style-type: none"> <li>• Running on concrete</li> <li>• Misusing equipment</li> <li>• Pushing/pulling/rough play</li> <li>• Not wearing a hat</li> <li>• Out of bounds</li> <li>• Sharing and trading personal items including food</li> <li>• Playing in bathrooms</li> <li>• Entering/leaving classroom without permission</li> </ul>	<p><b>STEP 1</b></p> <ul style="list-style-type: none"> <li>• Prompt, redirect, reteach, give choices, praise/position reinforcement, differentiation of activity</li> <li>• Removal from activity</li> </ul> <p><b>STEP 2</b></p> <ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Time out in alternate classroom</li> <li>• Walk with teacher</li> <li>• Refer to exec/principal</li> <li>• Behaviour recorded on School Bytes</li> </ul>
<p><b>RESPECT</b></p> <ul style="list-style-type: none"> <li>• Taking/damaging/hiding others' property including hats</li> <li>• Chasing/following deliberately</li> <li>• Inappropriate gestures</li> <li>• Swearing</li> <li>• Rude tone/back chatting</li> <li>• Calling out</li> <li>• Disrespectful comments to staff</li> </ul>	<p><b>STEP 3</b></p> <ul style="list-style-type: none"> <li>• Repeated behaviour of Step 1 and 2</li> <li>• Contact parent and document in School Bytes</li> <li>• Reflection</li> <li>• Refer to Early Interventions to support recurrence</li> </ul>
<p><b>KINDNESS</b></p> <ul style="list-style-type: none"> <li>• Being rude to others intentionally</li> <li>• Teasing/name-calling</li> <li>• Spreading rumours intentionally</li> <li>• Writing/Sending notes in class about others</li> <li>• Excluding others from games</li> <li>• Talking behind others' backs</li> <li>• Getting involved in matters that are not of their concern</li> </ul>	<p><b>STEP 4</b></p> <ul style="list-style-type: none"> <li>• Continual repeated behaviour on Step 1 and 2.</li> <li>• Communicate to parent</li> <li>• Communicate to Exec</li> <li>• Reflection and consider further consequences based on response to Behaviour of Concern</li> </ul>
Examples of Behaviours of Concern	Response to Behaviours of Concern
<ul style="list-style-type: none"> <li>• Deliberate physical altercation</li> <li>• Encouraging physical altercation to others'</li> <li>• Leaving school ground without permission</li> <li>• Bringing weapons to school</li> <li>• Use of illegal substances</li> <li>• Repeated defiance and disrespectful comments to staff</li> <li>• Theft</li> <li>• Threats with malice/intimidation</li> <li>• Bullying</li> <li>• Inappropriate touch or gestures</li> <li>• Cyber bullying at school</li> <li>• Racism</li> <li>• Social media/inappropriate internet use at school</li> <li>• Inappropriate use of personal digital device; phone, watch</li> <li>• Risk of self-harm</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Parent Contact</li> <li>• Parent Meeting</li> <li>• Record incidents in School Bytes</li> <li>• Refer to Targeted Interventions</li> <li>• Formal caution for suspension</li> <li>• Use of Targeted Interventions</li> <li>• Consider school representation; principal review school leadership, sport and camp</li> <li>• Suspension</li> <li>• Return to school meeting following conclusion of suspension</li> <li>• Use of and consideration for altered, Targeted Interventions to support.</li> </ul>