

# The Beach School Behaviour Support and Management Plan

## Overview

The Beach 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 society. 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 vision, key programs prioritised and valued by the school community are:

- Trauma Informed Practice
- [Strength](#) based practices
- Restorative Practices

The Beach School rejects all forms of bullying behaviours, including cyberbullying 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.

## Partnership with parents and carers

The Beach School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

- Building collaborative relationships with families, agencies and allied health to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

Expectation - [insert expectation]	Expectations - [insert expectation]	Expectation - [insert expectation]
Listen to and follow instructions	Use appropriate language	Seek support
Be kind and value others	Be safe	Overcome challenges
Accept differences	Be ready to learn	Be aspirational, be 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

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	<a href="#">National Week of Action Against Bullying and Violence (NWA)</a>	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Prevention	Wellbeing lessons/ Psychology lessons (seniors)	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, students 7-12, families
Prevention	<a href="#">Restorative Practice</a>	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families

Care Continuum	Strategy or Program	Details	Audience
Prevention	<a href="#">PDHPE curriculum</a>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	<a href="#">Student support officer</a>	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Teaching of explicit social skills every day	Staff role model and work with students in the classroom, playground, at sport and in the community to build on social skills.	Student 7 - 12
Prevention	Community Engagement	Students access the community every week to build upon skills in school and to expose students to places/services/ support outside of school.	Student 7 - 12, staff, community
Prevention	Qantas Lounge Breakfast program	School provides breakfast, morning tea and lunch to students. If needed meal packages are sent home to families.	Students 7-12, staff
Early Intervention	Agency Involvement	Agencies invited to work with students to improve psychoeducation around topics such as drugs and alcohol, body image, mental health, physical health, and support seeking strategies.	
Early intervention	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a>	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 cyber-bullying incidents.	Students 7-12, staff, families
Early intervention	Daily Check In's	For students who exhibit low level behaviours of concern.	Individual students 7-12, AP Wellbeing
Targeted intervention	SRC	Students are given the opportunity to display leadership skills to the school and wider community	Individual students 7-12,
Individual intervention	<a href="#">Attendance monitoring</a>	Address barriers to improve attendance and set growth goals.	Students, teacher, executive staff
Individual intervention	<a href="#">Individual Education Plan</a>	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, AP Wellbeing

Care Continuum	Strategy or Program	Details	Audience
		Responds to students current and future needs with student voice and family input.	
Individual intervention	Life Skills Go	A check in to monitor student emotions when they enter school and after breaks to assess their readiness to learn	
Individual intervention	School Psych	The school psychologist works with students on in an individual counselling session. This can be ongoing. It can also involve family.	
Individual intervention	Adolescent Coping Scale	A self-reflective scale measuring productive and non-productive coping techniques with recommendations to promote more productive coping skills.	

## 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.

The Beach 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 child or young person’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. 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 their teacher, the Student Support Officer or 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

The Beach School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

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

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

<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
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 rules.	1. Refer to school-wide expectations.	1. One on one with school executive for reflective conversations, time to regulate and restorative conversation
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 e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive 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	3. 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.	3. Executive collects information and reviews the incident from multiple perspectives to determine the next steps. Executive to record incident on Behaviour / wellbeing system and contact parent/carer by email or phone. Executive may consider

Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.		further action for e.g. formal caution/suspension.
4. Social-emotional learning lessons are taught.	4. Teacher records on Behaviour / wellbeing system by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. One on one with school executive for reflective conversations, time to regulate and restorative conversation

## Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. 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 wellbeing team and executive
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- 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, School Bytes, 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.

## 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](#).
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

## 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.

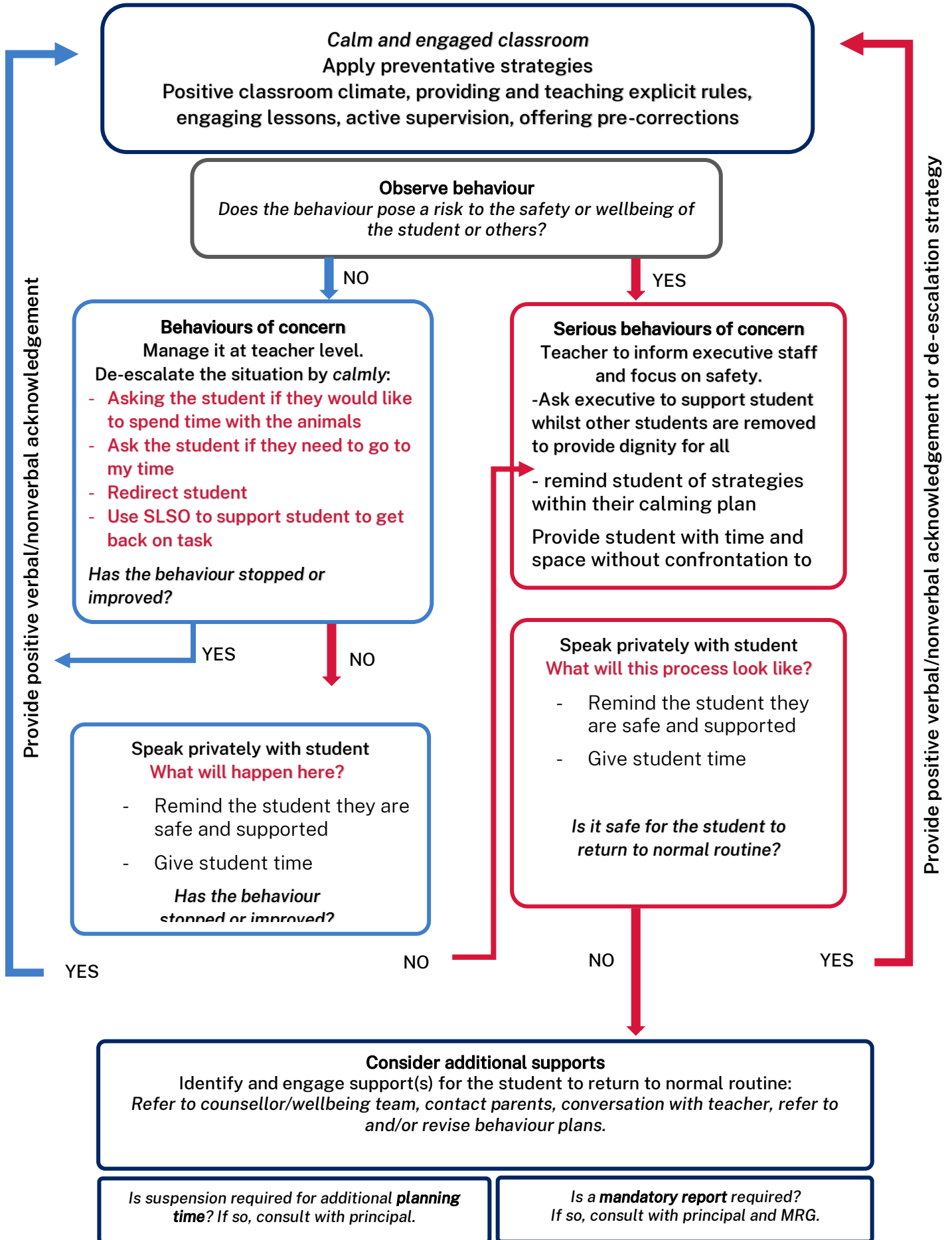
Strategy	When and how long?	Who coordinates?	How are these recorded?
<p><b>Alternate break plan</b> – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention) and to give other students a chance to regroup.</p>	Next break	School executive	Behaviour / wellbeing system
<p><b>Restorative practice</b> – <a href="#">peer mediation, circles</a> or restorative conversations with executive</p>	Scheduled as soon as all involved are available	Executive staff	Behaviour / wellbeing system
<p><b>Change of class/activities</b></p> <p>The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention) and to give other students a chance to regroup.</p>	Until students can be together again	Executive staff	Behaviour / wellbeing system
<p><b>Involvement of external agencies to work with the student</b></p> <p>To extend support required outside of school to both the student and their family</p>	Ongoing	Executive staff	Behaviour / wellbeing system

### Review dates

Last review date: [Day 1, Term 1, 2025]

Next review date: [Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart (Alternative example)





## Appendix 2: Bullying Response Flowchart (Optional)

