

Somersby PS Behaviour Support and Management Plan

Overview

At Somersby Public School, we embrace a Positive Behaviour for Learning (PBL) approach, whereby we explicitly teach and model positive behaviour while engaging all students in their learning journey. Our mission is to inspire every child to contribute positively to our school community and beyond, prioritising excellence, opportunity and success for every student, every day.

We strive to cultivate respectful and responsible learners within a supportive and caring environment. Our practices are grounded in positive behaviour support, inclusivity and social-emotional learning. We uphold high expectations for student behaviour through effective role modelling, explicit instruction, and planned responses.

Somersby Public School firmly rejects all forms of bullying, including cyberbullying, and is dedicated to fostering a safe, inclusive and respectful community that promotes student wellbeing. Our staff employ evidence-based strategies to create a positive climate where bullying is less likely to occur.

We believe every member of our school community plays a crucial role in nurturing a welcoming culture that values diversity and fosters positive relationships. Central to this culture is the commitment to respectful interactions and a clear stance against bullying in both online and offline environments. Our staff actively address bullying behaviour, ensuring that every student feels safe and valued.

Partnership with parents and carers

Somersby Public School will partner with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management strategies, by:

- inviting feedback through formal and informal means, such as surveys, interviews and consulting with the P & C and local AECG
- reviewing school systems, data and practices in response to information identified through feedback and complaints procedures

Somersby Public School will communicate these expectations to parents and carers through the school newsletter and school website. 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

Be Respectful	Be Responsible	Strive for excellence
Use kind words	Keep our hands and feet to ourselves	Be ready to learn
Listen to others	Care for our school	Do our best
Work together	Make good choices	Embrace challenges

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 relationships	Building positive relationships enhances learning and behaviour. These relationships are foundational to effective classroom management and behaviour support practices	Everyone
Prevention	Classroom management practices	Teachers employ a range of actions and techniques to build an environment that supports active engagement in learning. All teachers use strategies that research has shown as the most effective in building a positive classroom climate: - Engagement	All classes

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> - Rules - Routines - Praise - Consequences 	
Prevention	Somersby Start	At the beginning of each year 'Somersby Start', a series of lessons, is taught in all classes to establish a common understanding of expectations in settings across the school.	All classes
Prevention	PBL student-led lessons	Student leaders lead a PBL session with all classes every fortnight to unpack and reinforce rights and responsibilities.	All classes, Student leaders
Prevention	Consistent messages	Signage is used throughout the school to support students' understanding of expectations and common values.	Everyone
Prevention	Playground supervision	Students are always supervised when at school. Supervision occurs in the classroom and playground by moving, scanning and interacting with students.	All students
Prevention	Playtime menu	<p>A 'Playtime Menu' is displayed showing options for play spaces and activities each playtime.</p> <p>A variety of lunchtime clubs are offered each term. These change throughout the year according to student interest</p>	All students
Prevention	Recognition and acknowledgement systems	<ul style="list-style-type: none"> PBL points and prizes Rewards days Somers'bee' raffle tickets Newsletter shout-outs Assembly awards House points Presentation day awards Attendance awards Attendance extra class playtime 	All students
Prevention	Curriculum delivery	The PDHPE curriculum teaches knowledge and skills in relationships and wellbeing, and the cross-curriculum priority of personal and social capability spans all key learning areas.	All students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Differentiated teaching and learning	Teachers can differentiate: <ul style="list-style-type: none"> • Content – what students learn • Process – how students learn • Product – what students produce • Learning Environment 	Teachers and students
Prevention / Early intervention	'Step it down' flowcharts	Visual flowcharts are displayed to represent the school-wide steps used to manage student behaviour.	All students
Prevention	High five strategy	This universal strategy is used by students to manage inappropriate behaviour: <ol style="list-style-type: none"> 1. Ignore (if appropriate) 2. Talk friendly 3. Walk away 4. Talk firmly 5. Report 	All students
Prevention	Bullying no way!	A national week of action in which our school participates to promote anti-bullying messages and strategies.	Everyone (students and staff)
Prevention	Harmony Day/Week	Our school celebrates Harmony Day each year with lessons and activities to teach about inclusiveness, respect and a sense of belonging for everyone.	Everyone (students and staff)
Prevention	Anti-racism Contact Officer (ARCO)	A trained ARCO is available to: <ul style="list-style-type: none"> • Promote anti-racism education • Support complaint handling • Monitor incidents of racism 	Everyone (students and staff)
Prevention	Life Education	Lessons delivered in alternate years to promote physical, social and emotional health and wellbeing.	All students
Early intervention	The incredible 5-point scale	This visual scale teaches social and emotional concepts through a 1-5 rating system, providing prompts to help students understand social interactions and manage their emotional responses.	All students
Early intervention	ABC functional model of behaviour	A model used to indicate possible underlying functions of behaviour to assist with strategic personalised planning.	All students
Prevention Early, Targeted, Individual intervention	eSafety Commissioner Toolkit	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 cyberbullying incidents.	All students

Care Continuum	Strategy or Program	Details	Audience
Early intervention / Targeted intervention / Individual intervention	Learning and support procedures	Learning support procedures are implemented to support students who require personalised learning support.	Teachers
Early intervention / Targeted intervention / Individual intervention	School Counselling service	School counselling staff support students by providing a psychological counselling, assessment and intervention service.	Individual students
Early intervention / Targeted intervention	Restorative conversations	Restorative conversations aim to foster a supportive environment by promoting open communication, repairing relationships and encouraging accountability.	Individual students
Early intervention / Targeted intervention / Individual intervention	Check-In, Check-out	Students check in and check out with a teacher daily. Positively stated behavioural expectations and goals are set with points awarded.	Individual students
Targeted intervention / Individual intervention	Individual Behaviour Support Plan (BSP)	A tailored strategy designed to address a student's specific behavioural needs by identifying triggers, setting goals, and outlining targeted interventions to promote positive behaviour and support their overall development	Individual students
Individual intervention	Behaviour Response Plan	A structured approach that outlines specific strategies and interventions to address and manage challenging behaviours, ensuring a consistent and supportive response to help the student develop more positive behavioural patterns.	Individual students
Prevention / Early intervention / Targeted intervention / Individual intervention	Professional learning	Staff engage in professional learning to build capacity in promoting and supporting student behaviour, classroom management and personalised learning and support. Professional learning needs are reviewed and identified regularly.	All staff

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.

Somersby 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. 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 with teaching and support staff or through the school counselling service.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff consultation is used to decide whether a behaviour is teacher managed or executive managed. During consultation, they 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 Compass. These include:

Classroom	Non-classroom setting
rule reminder	rule reminder
re-direct	re-direct
offer choice	offer choice
error correction	error correction
prompts	prompts
reteach	reteach
seat change	play or playground re-direction
stay in at break to discuss/ complete work	walk with teacher
conference	reflection and restorative practices
reflection and restorative practices	communication with parent/carer.
communication with parent/carer.	

Somersby Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

We acknowledge that not all students are encouraged by the same thing or in the same ways. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
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 'step it down' visuals so that the student can self-regulate.	1. Teachers contact office to seek help from executive or support staff straight away if there is a risk. Otherwise notify principal ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with tangible reinforcers (PBL points, Somersbee tickets, house points, class rewards).	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Teacher / 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. Teachers 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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Compass and contact parent/carer by email or phone. Executive may consider further action e.g., formal caution or suspension.
4. PBL lessons are taught weekly.	4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.

Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through Compass or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, 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 Compass. 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
- detention, 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, Compass, 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 procedure](#)

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

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 up to 30 minutes.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Planning room discussion – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day or as soon as possible after incident at either lunch or recess break	Principal (or delegated teacher)	Documented in Compass
Restorative practice – peer mediation	Scheduled for either lunch or recess break	Principal	Documented in Compass

Review dates

Last review date: 31 January 2025

Next review date: January 2026