

# Scarborough Public School Behaviour Support and Management Plan

## Overview

Scarborough Public School is committed to fostering a positive, inclusive environment where all students feel safe and supported. We prioritise the explicit teaching and modelling of positive behaviour, ensuring students develop socially, emotionally, and academically. Our school's values of respect, responsibility, and resilience guide our approach to student wellbeing and behaviour.

Central to this approach is our partnership with Living Ripples, which focuses on enhancing student wellbeing through regular check-ins and movement breaks. By monitoring student wellbeing and using data to tailor our strategies, we ensure that each child receives personalised support to boost their resilience and engagement.

We implement the Berry Street Education Model (BSEM), a trauma-informed framework that supports students' academic and emotional needs. BSEM equips teachers with tools to respond to trauma, helping students improve their self-regulation, relationships, and learning engagement. This approach is vital for building a nurturing and responsive learning environment.

To further promote positive relationships and accountability, we use Restorative Practice, which emphasises conflict resolution through open communication. This model helps students understand the impact of their actions, fostering empathy and encouraging them to repair harm and restore relationships. By focusing on dialogue, restorative practices build a respectful school culture and reduce incidents of conflict and bullying.

Additionally, we utilise the Collaborative & Proactive Solutions (CPS) model, an evidence-based approach that addresses students' social, emotional, and behavioural challenges. CPS involves working with students and their families to identify lagging skills and collaboratively develop proactive strategies to address problems before they escalate, helping students build the skills they need to succeed.

These frameworks—Living Ripples, Berry Street Education Model, Restorative Practice, and Collaborative & Proactive Solutions—form the foundation of our school's behaviour support plan, ensuring that every student is supported to thrive both academically and emotionally.

## Partnership with parents and carers

Scarborough Public School works closely with parents and carers to support student behaviour, recognising that a strong home-school partnership is key to student success. We use a variety of communication channels, including newsletters and emails to update families on their child's progress and highlight positive student behaviour. These platforms also provide opportunities for parents to be actively involved in their child's behavioural development and learning journey.

Parents and carers play a critical role in shaping the wellbeing practices at our school. Through their feedback in the Living Ripples Resilience survey and the Tell Them From Me survey, we gather valuable insights that help us refine our approaches to student support. This collaborative process ensures that our strategies align with the needs and expectations of our school community, fostering a more responsive and inclusive environment.

We also prioritise engagement with the local Aboriginal Education Consultative Group (AECG), ensuring that Aboriginal perspectives are respected and incorporated into our practices. This ongoing consultation supports our commitment to cultural inclusivity and helps us build stronger, more meaningful relationships with Aboriginal students, families, and the broader community.

Scarborough Public School values its strong ties with the local community. We believe that building positive, trusting relationships with families and community members is essential for creating a supportive and engaged school culture. By maintaining open lines of communication and fostering collaboration, we ensure that the whole school community works together to uphold high expectations for student behaviour and wellbeing.

## School-wide expectations and rules

Our core values guide behaviour at Scarborough Public School:

I am a **respectful, responsible** and **resilient** learner.

We explicitly teach and reinforce these values through a variety of school-wide strategies, including:

School signage with values and location-specific examples.

Value Awards to acknowledge positive behaviour.

Value of the week announced at weekly whole school assemblies.

Values activities and scenarios led by student leaders during peer support lessons.

Classroom expectations developed collaboratively with students.

## 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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Living Ripples Program	Weekly wellbeing check-ins and activities to support student resilience.	All students
Prevention	Berry Street Education Model	The <b>Berry Street Education Model (BSEM)</b> provides schools with practical, classroom-based strategies designed to enhance the engagement of all students, particularly those with complex and unmet learning needs. By focusing on self-regulation, building positive relationships, and promoting overall wellbeing, the BSEM enables schools to foster a supportive learning environment. This approach not only boosts student engagement but also	All students

Care Continuum	Strategy or Program	Details	Audience
		leads to significant improvements in academic achievement	
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory component of the syllabus.	All students
Early intervention	School Counsellor	Psychological assessment and support.	Targeted students
Prevention / Early Intervention / Targeted intervention	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	The toolkit resources are organised into four key elements: <b>Prepare, Engage, Educate,</b> and <b>Respond</b> . These resources are designed to help schools engage with their community in creating and maintaining safe online environments, aimed at preventing cyberbullying. The toolkit also provides practical steps for reporting and managing cyberbullying incidents.	All students
Targeted / Individual intervention	Collaborative Proactive Solutions	The <b>Collaborative &amp; Proactive Solutions (CPS) model</b> focuses on identifying students' lagging skills, which are often at the root of challenging behaviours. By pinpointing these specific areas of need, the CPS model allows teachers and students to work together to develop personalised strategies for skill development. This proactive approach not only improves student behaviour but also fosters their overall wellbeing, supporting long-term emotional and social growth.	Targeted students
Targeted / Individual intervention	Learning and Support	The Learning Support Team collaborates with teachers, students, and families to provide personalised learning and support for students who need additional assistance.	Targeted students
Targeted / Individual intervention	<a href="#">Individual behaviour support planning</a>	This may involve developing, implementing, monitoring, and reviewing behaviour support plans, behaviour response strategies, and risk management plans.	Targeted students
Targeted / Individual intervention	Attendance Support	The Learning Support Team refers students to the principal, who organises a planning meeting with students, families, and teachers to identify barriers to improved attendance and set targeted growth goals.	Targeted students

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

A behaviour of concern refers to any behaviour that poses a challenge, is complex, or is unsafe, requiring consistent and intensive intervention. It differs from low-level, developmentally appropriate, or isolated inappropriate behaviours. Bullying is characterised by an ongoing, intentional misuse of power in relationships, involving repeated actions that can cause harm. This includes cyberbullying, which takes place through digital platforms. See Appendix 2.

Scarborough Public School staff will identify inappropriate behaviours and behaviours of concern, including bullying and cyberbullying, through various means, such as:

- Direct observation of students' behaviours, interactions, and communications, including written materials, creative performances, and online content.
- A student or staff member disclosing new or previously concealed information.
- Reports or concerns raised by parents, carers, community members, or other agencies.

Students and parents/carers can report bullying to any staff member, either verbally or through a confidential reporting system. The school will also provide appropriate support to students affected by bullying, including access to the school counselling service.

Responses to behaviours of concern are applicable to incidents that occur:

- On school grounds.
- On the way to and from school.
- During school-endorsed off-site activities.
- Outside of school hours and off school premises, where there is a strong connection to the school community.

Through social media, mobile devices, or other technology involving students or staff.

### Preventing and Responding to Behaviours of Concern

Our approach to addressing behaviours that do not meet school expectations is divided into teacher-managed and principal-managed responses, depending on the severity and impact of the behaviour.

**Teacher-managed:** Low-level inappropriate behaviours are managed by classroom teachers or playground supervisors, focusing on immediate correction and redirection, as detailed in Appendix 4 (Classroom Action Plan). For more serious incidents, behaviours are categorised using Appendix 3 (Observable Behaviours Chart) to determine whether escalation to Executive management is required. For an overview of the behaviour management process, refer to Appendix 1.

**Principal-managed:** More serious behaviours of concern, which may pose a safety risk or require sustained intervention, are escalated to the principal.

Corrective actions are documented in School Bytes, ensuring a consistent and transparent approach to behaviour management. For classroom-based responses, the steps outlined in Appendix 4 (Classroom Action Plan) are followed, enabling teachers to address behaviours at the Learning, U-Turn, Warning, and Time-In levels before escalation. For more significant behaviours, Appendix 3 (Observable Behaviours Chart) provides clear guidance on minor, major, and Executive-managed behaviours, ensuring appropriate and proportionate responses.

Classroom	Non-classroom Settings
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Rule reminder	Rule reminder
Redirection	Redirection
Offering choices	Offering choices
Error correction	Error correction
Behaviour prompts	Behaviour prompts
Re-teaching of expectations	Re-teaching of expectations
Change of seating arrangements	Redirection in play or space
Reflection	Reflection
Restorative practices	Restorative practices
Communication with parents/carers	Communication with parents/carers

### Encouraging Positive Behaviour

Scarborough Public School is committed to promoting positive behaviour by recognising and reinforcing expected behaviours. We utilise the Living Ripples Resilience program alongside the Berry Street Education Model, which offer structured strategies for improving self-regulation, social connections, and emotional wellbeing.

These approaches emphasise the importance of verbal and non-verbal specific positive feedback to:

- Focus attention on positive social behaviours.
- Increase the likelihood of future positive behaviour.
- Reduce the need for corrective interventions.
- Enhance students’ self-esteem and foster an internal locus of control.

The staff acknowledge that different students respond to different types of reinforcement, and our approach to encouragement is tailored to individual student needs and developmental stages. Reinforcement is applied frequently for new skills and more intermittently as students demonstrate mastery.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are principal 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 school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact the principal for support straight away if there is a risk. Otherwise notify the principal ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. The principal/classroom 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

acknowledging expected behaviour.		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 Intermittent and infrequent reinforcers are recorded on School Bytes.	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 low-level consequence is applied.	3. The principal collects information and reviews the incident from multiple perspectives to determine next steps. The principal to record incident on School Bytes and contact parent/carer by email or phone. The principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Living Ripples, Peer Support program) weekly.	4. Teacher records on School Bytes 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. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
<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. Merit stickers for positive individual behaviour are given.	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 the principal to discuss any support and behaviour responses, including referral to the LST, school counsellor or outside agencies.

### Responses to serious behaviours of concern

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.

Responses to serious behaviours of concern, including students displaying bullying behaviour, are recorded in School Bytes. These responses may include:

- Reviewing and documenting the incident thoroughly.
- Determining appropriate responses, including providing support for students and staff affected by the behaviour.



- Referring the student to, or monitoring them through, the school's Learning and Support Team.
- Developing or reviewing an individual student support plan, which may include teaching positive replacement behaviours and making adjustments to the learning environment.
- Implementing reflection, and restorative practices (outlined below).
- Liaising with external supports such as the School Counsellor or Learning and Wellbeing Advisor for additional support or guidance.
- Communicating and collaborating with parents/carers via phone, email, the School Bytes parent portal, or meetings.
- Issuing a formal caution, suspension, or expulsion, if necessary.

### 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

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.

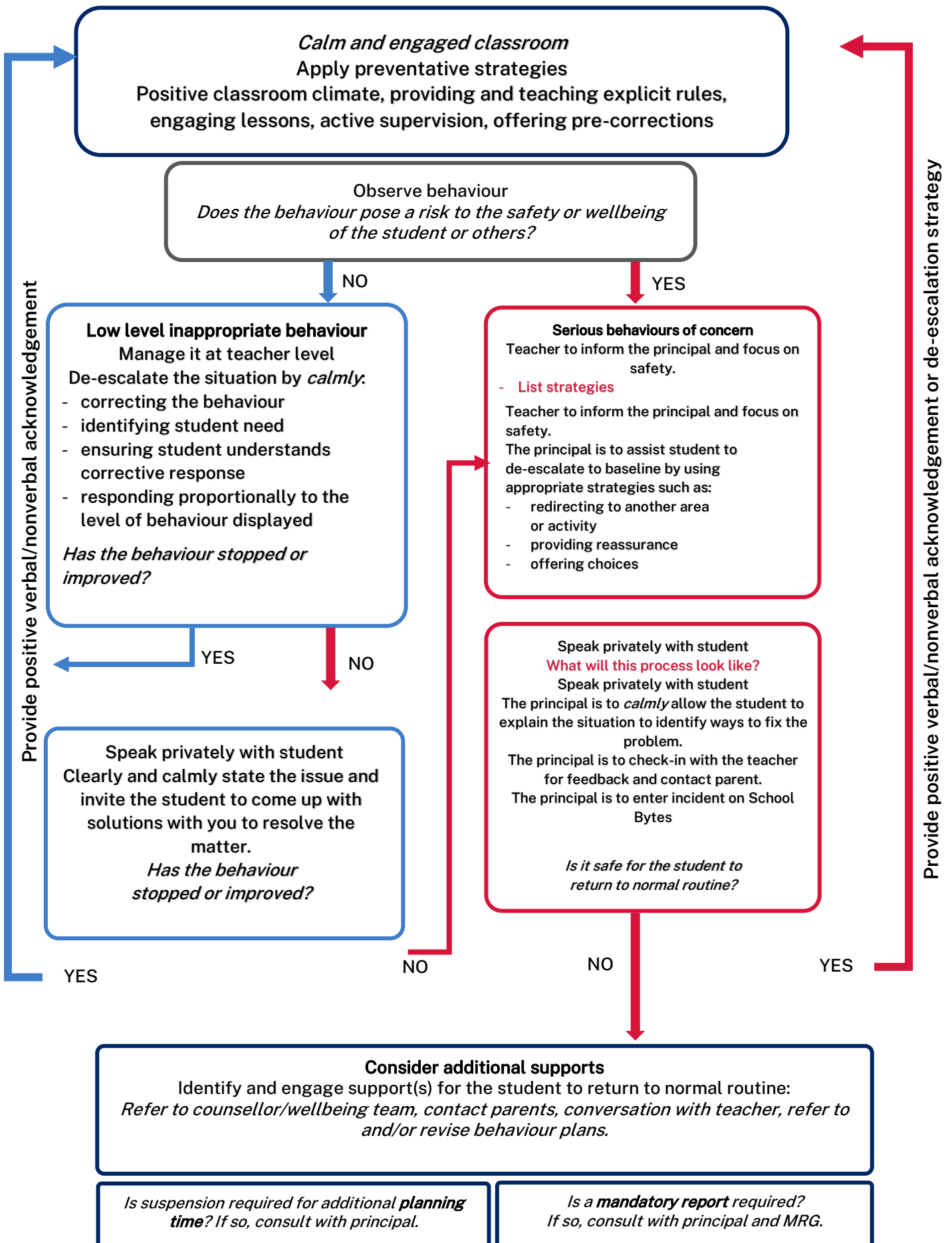
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student	Next day at either lunch or recess break	Principal	Documented in School Bytes
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to Multi-purpose room for supervised, structured play 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	Next break	Classroom teacher Principal SLSO	Documented in School Bytes
<b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	Scheduled for either lunch or recess break	Classroom teacher	Documented in School Bytes

### Review dates

Last review date: 15/10/2024

Next review date: Term 1, 2024

**Appendix 1: Behaviour management flowchart**





## Appendix 2: Bullying Response Flowchart



### Appendix 3: Observable Behaviour Chart

OBSERVABLE BEHAVIOURS CHART						
Scarborough Public School						
BEHAVIOUR/DESCRIPTION	MINOR	MAJOR	EXECUTIVE	Strategy	Formal Caution	Suspension
Absconding/Truancy		✓		🔒	✓	
Defiance/Refusal	✓			🔒	✓	
Disruption	✓			🔒	✓	
Excessive Swearing	✓			🔒	✓	
Intimidation		✓		👥	✓	
Out of Bounds	✓			🔒	✓	
Rough Play	✓			👥	✓	
Spitting (major depending on context)		✓		👉	✓	
Teasing	✓			👥	✓	
Theft (major depending on context)		✓		🔒	✓	
Abusive Language		✓		🔒		
Aggressive Behaviour (no injury)		✓		👥	✓	✓
Bullying (low-level)		✓		👉	✓	✓
Cyber-Bullying (low-level)		✓		👉	✓	✓
Harassment		✓		👥	✓	✓
Mis-use of Technology		✓		👉	✓	✓
Property Damage/Vandalism		✓		👉	✓	✓
Racism or Discrimination (first instance)		✓*		<b>ARCO</b>	✓	✓
Sexualised Behaviours (inc. sexual harassment)		✓		👉	✓	✓
Verbal abuse (low-level)		✓		👥	✓	✓
Assault			✓	👉		✓
Continuing persistent behaviour - unacceptable risk to another person's learning and/or wellbeing			✓	👉		✓
Criminal Behaviour			✓	👉		✓
Destruction of property that poses unacceptable risk to health and safety			✓	👉		✓
Physical Violence			✓	👉		✓
Possession of a suspected drug or illegal substance			✓	👉		✓
Possession of prohibited weapon, firearm, or knife			✓	👉		✓
Psychological Abuse			✓	👥	✓	✓
Serious behaviours of concern - pending expulsion			✓	👉		✓
Serious criminal behaviour related to the school			✓	👉		✓
Supply of suspected drug or illegal substance			✓	👉		✓
Use of a prohibited weapon, firearm or knife			✓	👉		✓
Use of a suspected drug or illegal substance			✓	👉		✓
Use of implement as a weapon			✓	👉		✓



✓ Repeated

✓ Yes

📄 Expectation Clarity

⚙️ P/P/F/

📞 Contact Parent/Carer

**MINOR**

Teacher manages the behaviour through expectation clarity. The reporting teacher records behaviour in School Bytes for tracking and monitoring.

**MAJOR**

Teacher manages the behaviour using a P/P/F approach (past, present, future). The reporting teacher records in School Bytes with consultation with the Executive.

**EXECUTIVE**

Teacher escalates to an Executive to manage. The reporting teacher records in School Bytes. Executive adds.

Appendix 4: Classroom Action Plan

# CLASSROOM ACTION PLAN

Scarborough Public School

All students start each session on green.



## Learning

Everything is good and I am able to work.



## U-Turn

A little bit unsettled. My teacher reminds me what to do.



## Warning

My teacher reminds me of expectations.



## Time-In

My teacher asks me to go to the Cool Off Zone.



## Time-Out

Executive to reflect and get back to green.

# CLASSROOM ACTION PLAN EXPLAINED

Scarborough Public School

### All students start each session on **Learning**.

- Staff support students to make a **U-Turn** using reminders, re-direction or explicit instructions.
- If **U-Turn** cues are effective in helping the student return to **Learning**, no **Warning** is necessary. The number and nature of **U-Turn** cues will differ depending on individual student needs – staff use professional judgement.
- If minor misbehaviour continues or escalates, the student receives one explicit **Warning**.
- If minor behaviour continues or escalates, staff direct students to their designated **Cool Off Zone** area for 5-10 minutes. Students can work on mindfulness activities that are organised by the classroom teacher. Student conference may occur at the conclusion of this prior to returning to class activities. All classrooms will have a designated **Cool Off Zone**, however, individual students may have a different zone negotiated with the classroom teacher.
- If minor misbehaviour continues or escalates, staff direct students to **Time-Out** for 15-20 minutes with Executive. Staff record all **Time-Out** incidences on School Bytes, select Further Action Required and Executive will follow-up. Student conference should occur when students return to class.
- When students return from **Time-Out** they will go back to **Learning**.
- If a student refuses to go to **Time-Out**, an Executive will be called for support and parents contacted.