



Drummoyne Public School

School Behaviour Support and Management Plan

Overview

Drummoyne 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:

- [Positive Behaviour for Learning](#)
- [Peer Support](#)

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Drummoyne 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.

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

Drummoyne Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Drummoyne Public School will communicate these expectations to parents/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

Drummoyne Public School has the following school-wide* expectations and rules:

To be respectful, responsible and resilient learners.

Respectful	Responsible	Resilient
<ul style="list-style-type: none"> I use kind words and actions 	<ul style="list-style-type: none"> I stay in bounds 	<ul style="list-style-type: none"> I accept responsibility for my actions
<ul style="list-style-type: none"> I use hello, goodbye, please & thank you 	<ul style="list-style-type: none"> I ask permission from the teacher before leaving the group/class 	<ul style="list-style-type: none"> I keep trying
<ul style="list-style-type: none"> I listen to the others 	<ul style="list-style-type: none"> I tell the truth 	<ul style="list-style-type: none"> I learn from experiences
<ul style="list-style-type: none"> I wait my turn 	<ul style="list-style-type: none"> I take care of property 	<ul style="list-style-type: none"> I give my best effort
<ul style="list-style-type: none"> I follow teacher instructions 	<ul style="list-style-type: none"> I return property to where it belongs 	<ul style="list-style-type: none"> I use 'NO, GO, TELL' strategy when feeling unsafe
<ul style="list-style-type: none"> I keep hands and feet to myself 	<ul style="list-style-type: none"> I think about consequences 	
<ul style="list-style-type: none"> I treat others the way I want to be treated 	<ul style="list-style-type: none"> I report any problems to teachers on duty 	
<ul style="list-style-type: none"> I use a friendly voice and have my friendly face 	<ul style="list-style-type: none"> I stay in the right place, at the right time 	
	<ul style="list-style-type: none"> I participate in my own learning 	

*See Appendix 1 for further detail

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 Behaviour for Learning	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists the school to improve social, emotional, behavioural and academic outcomes for children and young people. Through consistent implementation, teachers and students have more time to focus on relationships and classroom instruction.	All
Prevention	Peer Support	The Peer Support Program builds resilience by helping students develop strong relationships and the skills and thought patterns to manage life's ups and downs. The program offers a whole-school approach to student wellbeing and develops a strong sense of belonging for students. The program involves senior students training as Peer Leaders and mentoring small groups of younger students in structured sessions. Sessions are supervised by a teacher. The modules cover a range of topics, including relationships, resilience, thinking optimistically and anti-bullying.	All
Prevention	National Day of Action (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	Learning and Support	The L&ST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The L&ST refer students to the Principal who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, Principal
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, L&ST, AP

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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. See *Appendix 2*.

- 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 Behaviour / wellbeing ITD system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • Restorative conference • time off the playground, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground redirection • walk with teacher • time off the playground, reflection and restorative practices • communication with parent/carer.

Drummoyne Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The school's PBL program consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. 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 school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive 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 acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT 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 Intermittent and infrequent reinforcers are recorded on SENTRAL.	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. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on SENTRAL and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PBL & Peer Support) weekly.	4. Teacher records on SENTRAL 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 L&ST.	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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact via email 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. PLaSP 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 L&ST, 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 in SENTRAL. 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, 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 Drummoyne 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](#).

Time of the playground, 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?
Time Out – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Deputy Principal / Exec. on Duty	Documented in SENTRAL
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised 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	Next break	Assistant Principal / L&ST coordinator	Documented in SENTRAL
Restorative Conference (Reflection)	Scheduled for either lunch or recess break	Assistant Principal	Documented in SENTRAL




Review dates

Last review date: Tm1 Wk9 2024 (26/3/24)

Next review date: Tm3 Wk9 2024

Appendix 1: Behaviour Matrix

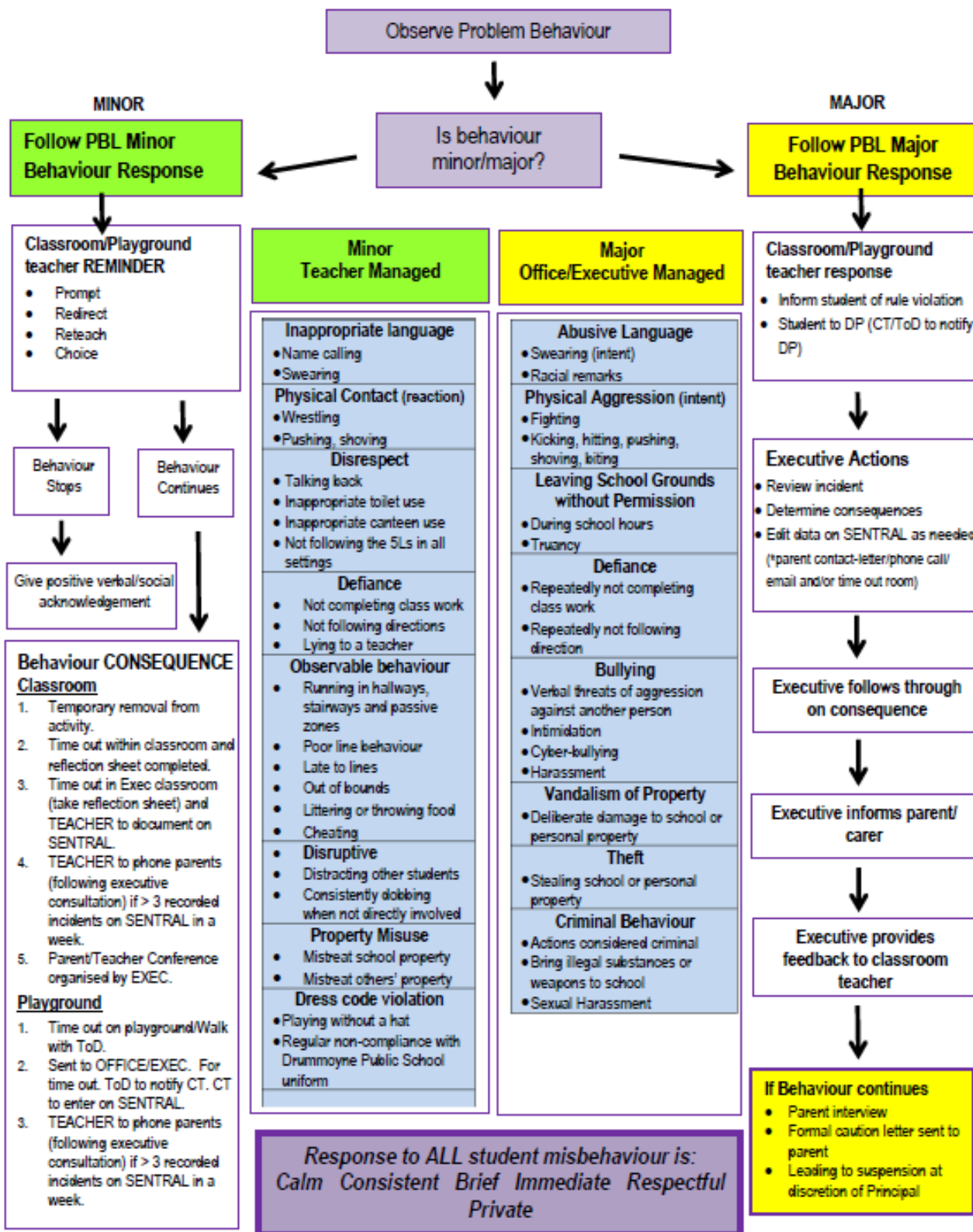
Drummoynne Public School PBL Matrix

Expectation	All Settings	Classroom	Playground	Lining Up	Assemblies	Hallways and Stairways •Transitions	Canteen	Bathrooms and Bubblers
<p>Respect Treat others as you would like to be treated. /Be Fair/</p> 	<ul style="list-style-type: none"> I use kind words and actions I use hello, goodbye, please & thank you I listen to the others I wait my turn I follow teacher instructions I keep hands and feet to myself I treat others the way I want to be treated I use a friendly voice and have my friendly face 	<ul style="list-style-type: none"> I allow myself and others to learn by following classroom rules I work quietly I mind others' personal space I ask permission to leave the room I allow teachers to teach 	<ul style="list-style-type: none"> I play by the rules of the game I respect the property of others and use the appropriate equipment for different playground zones I keep my hands, feet and other objects to myself I respond immediately to all teacher requests I sit down when eating 	<ul style="list-style-type: none"> I wait quietly I look and listen to the speaker I follow instructions I keep my hands and feet to myself 	<ul style="list-style-type: none"> I follow the 5 L's I clap sensibly I sing the National Anthem and School Song proudly I follow all instructions I use my manners when receiving awards 	<ul style="list-style-type: none"> I walk sensibly and quietly I keep my hands and feet to myself I follow teacher instructions I consider other classes I respect others' property 	<ul style="list-style-type: none"> I wait quietly in the correct line I buy only for myself 	<ul style="list-style-type: none"> I flush the toilet I stay in my own cubicle I use a quiet voice I respect others' privacy I turn the tap off once finished I leave food outside the bathrooms
<p>Responsibility Do what you know is right. /Be Caring/</p> 	<ul style="list-style-type: none"> I stay in bounds I ask permission from the teacher before leaving the group/class I tell the truth I take care of property I return property to where it belongs I think about consequences I report any problems to teachers on duty I stay in the right place, at the right time I participate in my own learning 	<ul style="list-style-type: none"> I arrive to class on time I have all my equipment ready I will be a role model for my classmates I complete my work and ask for help when required I use the toilet during break times I use my inside voice I am prepared I use time wisely 	<ul style="list-style-type: none"> I understand and follow the rules of each playground zone I am responsible for my own belongings I wear a hat I put my rubbish in the bin 	<ul style="list-style-type: none"> I stop playing and walk to my class line when the music plays I sit and listen with my 5L's by the time the music has finished playing I keep my lunch box and play equipment in the class crate 	<ul style="list-style-type: none"> I follow the 5 L's I enter and exit the hall calmly and quietly 	<ul style="list-style-type: none"> I line up quickly in my lines I walk in my lines and keep to the left I wait quietly before entering rooms I must be in the right place at the right time I am ready to participate and learn 	<ul style="list-style-type: none"> I use my manners and speak in a friendly voice I have my money ready before ordering if there is a problem with my lunch order, I will speak to my teacher first I will put my rubbish in the bin 	<ul style="list-style-type: none"> I will follow the bathroom rules I wash my hands I leave the bathroom clean for the next person I walk to the bathroom I go straight there, and straight back
<p>Resilience Stay positive. Bounce back. /Be Brave/</p> 	<ul style="list-style-type: none"> I accept responsibility for my actions I keep trying I learn from experiences I give my best effort I use 'NO, GO, TELL' strategy when feeling unsafe 	<ul style="list-style-type: none"> I am a problem solver I accept feedback on how to improve I have a go I ignore distractions 	<ul style="list-style-type: none"> I tell the teacher if there is a problem I play fairly and include others I encourage others to play (yellow bench/buddy bench/friendship garden) 	<ul style="list-style-type: none"> I wait patiently for the teacher with the microphone to give further instructions 	<ul style="list-style-type: none"> I sit and wait patiently I give and accept praise I am proud 	<ul style="list-style-type: none"> I wait patiently for the teacher I ignore others' inappropriate behaviour. 	<ul style="list-style-type: none"> I wait patiently I walk sensibly back to the playground and sit down to eat 	<ul style="list-style-type: none"> I wait for my turn I tell the teacher if there is a problem

Appendix 2: Behaviour Management Flowchart



Drummoine Public School Behaviour Consequence Chart



*Response to ALL student misbehaviour is:
Calm Consistent Brief Immediate Respectful Private*

Bullying Response Flowchart

The following flowchart explains the actions Drummoyne Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

