

Stockinbingal Public School Behaviour Support and Management Plan

Overview

Stockinbingal 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 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
- [The Resilience Project](#)
- Smiling Mind

Stockinbingal Public 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

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

- inviting parent/carer and student feedback through formal and informal means such as school surveys, consulting with the P & C and local AECG
- Hold dedicated sessions at the start of the year and mid-year to outline behaviour expectations, intervention strategies, and ways parents can reinforce these practices at home.

Stockinbingal Public School will communicate these expectations to parents/carers through the school communications, website and social media. 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

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

To be Respectful, responsible, resilient and safe.

Respectful	Responsible	Resilient and Safe
Listen to and follow staff instructions	Take care of your own, and others' belongings	Hands, feet and objects to yourself
Speak appropriately	Right place, right time	Persevere through challenges
Share and take turns	Use equipment correctly	Express gratitude
Consider others interests and abilities	Wear correct uniform	Be present and calm
Use appropriate manners	Report problems	Move Sensibly

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	Breakfast Club	School community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K - 6
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff & students
Prevention/ Early intervention	The Resilience Project	The Resilience Project provides evidence-based, practical wellbeing strategies to build resilience. The program has a strong emphasis on developing student wellbeing, encouraging students to practice gratitude, empathy and mindfulness	Staff and Students K-6
Prevention/ Early intervention	Smiling Mind	An evidence-based program designed to support social and emotional skills development in children and overall mental health.	Students K-6
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools 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.	All students, individual students K - 6, families, staff
Targeted 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, principal
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal, individual students K - 6, families
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, 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.

Stockinbingal 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 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 year advisor 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

Example Public 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.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour.	Responses to behaviours of concern.

1. 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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
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. Principal/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: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	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. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
4. All social-emotional learning programs are taught weekly.	4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.	4. 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone, email or SMS 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, 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 learning and support team

- 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, SMS, 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.

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

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.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection/ Restorative conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal	Documented in School bytes

Review dates

Last review date: 3/02/2025 Day 2, Term 1, 2025

Next review date: Day 2, Term 1, 2026

BEHAVIOUR MANAGEMENT CONTINUUM

Stockinbingal Public School

Respect
Responsibility

Resilience

Reviewed:

Term 1, 2025

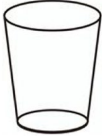
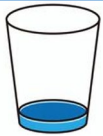






REMINDERS:





● LISTEN BEFORE ACTING

● CALM, PRESENT, STUDENT CENTRED

BEHAVIOUR MANAGEMENT CONTINUUM

CALM/BASELINE LEVEL point-in-time managed	LOW LEVEL point-in-time managed	MID LEVEL point-in-time managed with Reflection Time	HIGH LEVEL point-in-time managed & record in Compass	EXTREME LEVEL referral to school Executive & record in Compass	CRISIS MANAGEMENT immediate escalation to Principal or delegate.
 <p>Examples of calm, baseline behaviours</p> <ul style="list-style-type: none"> Compliance Positive interactions Work Completeness Engagement Rule Following Playing with friends 	 <p>Examples of low-level behaviours</p> <ul style="list-style-type: none"> Out of Bounds Task Avoidance Disruption Inappropriate Language Swearing No Hat & No Shoes Property Misuse inc. Tech Rough Play 	 <p>When there is repeated low-level behaviours</p> <p>OR</p> <p>A correction in behaviour HAS NOT happened after a Low-Level restorative conversation.</p>	 <p>If a student or incident is posing an ongoing, unacceptable risk to others OR</p> <ul style="list-style-type: none"> Physical Aggression /Aggressive Play Targeted Teasing inc. name calling Targeted Bullying (one off) Defiance - repeated Disrespect - repeated Intimidation - repeated Absconding – within sight 	 <p>If a student refuses to engage in Restorative Conversations from a HIGH-LEVEL behaviour OR</p> <ul style="list-style-type: none"> Physical Harm inc. fighting. Sexualised Behaviours Absconding – out of sight Vandalism – inc. destruction. Theft Ongoing harassment Refusal to go to 3-6 Class Persistent Bullying 	 <ul style="list-style-type: none"> Stranger on site Aggressive violence Neighbour Issue Severe Injury Community Concern Parent/Carer Concern Unconscious Fallen Tree or Branches

RESTORATIVE FRAMEWORK

AFFECTIVE STATEMENT + FAST & FREQUENTS	RESET	REFLECT-RESTORATIVE	RESTORATIVE CONFERENCE	EXECUTIVE INTERVENTION	RESPONSE-ANALYSIS-SAFETY
<p>BINGALS Everywhere, any time!</p>  <p>RESTORATIVE QUESTIONS Preventative, positive interactions</p> <p>AFFECTIVE STATEMENT EXAMPLES "I love the way you are ..." "I can see you ..." "Thank you for being ..." "It makes me so happy to see ..."</p>	<p>Time Limit  maximum, then RESET</p> <p>Reminder of School Expectations</p> <p>See PBL Matrix for Setting</p>	<p>Time Limit  maximum, then MONITOR</p> 	<p>What happened? How did you feel? Listen to all accounts What are the school expectations? How did it affect others? What would you change? What do you need to do to repair the harm? Walk and talk</p> <p>THEN ... Record on Compass & inform CTs who will help make a decision on further actions.</p>	<p>INDOORS 1. Locate Teaching Principal. 3. If TP cannot be found, seek an SLSO to support with supervision until TP is available.</p> <p>OUTDOORS 1. Ensure students are safe. 2. Send for assistance to the office. 3. Monitor until support arrives. Record on Compass Mark as Completed.</p> <p>THEN ... Record on Compass & inform TP who will help make a decision on further actions.</p>	<p>INDOORS 1. Notify Principal and state that assistance is needed IMMEDIATELY. Monitor & keep others safe.</p> <p>OUTDOORS 1. Send a runner to the PRINCIPAL. Monitor & keep others safe. 2. Office seeks Principal or delegate immediately.</p> <p>A Hazard/Incident form will be required by the supervising teacher. Seek support through EAPs if needed.</p>



Stockinbingal Public School

PBL UNIVERSAL PREVENTION: EXPECTATIONS TEACHING MATRIX

		Non Classroom Settings					
Expectation	All Settings	Playground	Office	Assembly	Games Room	Toilets	Community
Be Respectful	<ul style="list-style-type: none"> *Speak appropriately *Share and take turns *Listen to and follow staff instructions *Use appropriate manners *think about others' interests and abilities 	<ul style="list-style-type: none"> *Use friendly talk and fair play *Be kind and fair to others-hands off *Put rubbish in the bin *Participate and enjoy games *Sit on chairs not tables * Value our environment & equipment * Follow staff instructions *Share playground space 	<ul style="list-style-type: none"> *Knock and enter quietly one at a time *Use good manners *Wait quietly *Shut the door on the way out 	<ul style="list-style-type: none"> * Look towards the speaker *Say school creed with pride *Sing national anthem with pride *Applaud politely 	<ul style="list-style-type: none"> * Walk at all times *Use an appropriate voice *Wait your turn *Cooperate with your peers *Play by the rules *Give others a turn *Follow staff directions 	<ul style="list-style-type: none"> *Walk at all times *Always flush the toilet * Walk straight back to class 	<ul style="list-style-type: none"> *Use behaviour appropriate to the setting *Wear correct school uniform *Listen to and follow instructions *Board and exit transport safely *Remain seated while on transport *Use your manners
Be Responsible	<ul style="list-style-type: none"> *Try your best at all times "Use equipment correctly *Be a team member *Right place, right time *Wear correct uniform Take care of your and others' belongings *Report problems to staff 	<ul style="list-style-type: none"> *Be in the right place at the right time *Pack up after you finish eating *Ask the teacher before leaving your table 	<ul style="list-style-type: none"> * Listen and follow instructions *Actively listen to messages 	<ul style="list-style-type: none"> *Be on time – line up when first bell rings *Pay attention and look towards the speaker *Actively listen to messages *Keep quiet and still 	<ul style="list-style-type: none"> *Enter and exit room safely *Respect school property and equipment *Pack the equipment away 	<ul style="list-style-type: none"> *Wash and dry your hands and put paper in the bin 	<ul style="list-style-type: none"> * Look after community resources *Care for school equipment *Remain with school group and look out for your peers *Report any problems to your teacher
Be Resilient and Safe	<ul style="list-style-type: none"> *Hands, feet and objects to yourself *Move sensibly around the school * Persevere through challenges * Express gratitude * Be calm and present 	<ul style="list-style-type: none"> *Walk on hard-surfaces *Wear your hat (grass) *Use playground equipment correctly *Wait your turn *Include all students 	<ul style="list-style-type: none"> *Walk safely to and from the office-don't run on the ramp 	<ul style="list-style-type: none"> *Stand still and quiet in class lines 	<ul style="list-style-type: none"> * Walk don't run *Be patient and wait your turn *Share the equipment with others 	<ul style="list-style-type: none"> *Walk to and from the toilets *Report any problems to your teacher 	<ul style="list-style-type: none"> *Listen to all instructions *Use safe behaviours *Wait your turn *Always have a buddy



Stockinbingal Public School Student Award System



BINGAL Awards

Awarded for fast and frequent PBL playground incentives. Students put Bingals in The Bingal Box. Each Friday SRC reps draw 2 prize winners from the box. Winners have a choice of small PBL incentives.

Class or School Awards

Awarded in class, at morning or during whole school assemblies for excellent learning and behaviour in class, library, during excursions etc. and for outstanding achievements.

School Ribbon 10 Awards

School ribbons are received in recognition of outstanding behaviour and learning. (10 School Awards = one (1) ribbon)

School Medallion 50 Awards

Five (5) ribbons (equivalent to 50 school awards) are collected to receive a school medallion.

Special School Awards

Students representing our school in extra-curricular activities such as debating, PSSA sport, ANZAC/Remembrance Day services etc. will be given a school award to recognise this achievement / contribution.

All students collect awards and display them in a suitable book such as a scrapbook. When 10 awards are accumulated, students bring book to office for stamping. Awards are presented at morning or end of term assemblies.

School Trophy 200 Awards

After receiving a pennant, a further 5 ribbons (equivalent to 50 school awards) are collected to receive a school trophy.

School Plaque 150 Awards

After receiving a pennant, a further 5 ribbons (equivalent to 50 school awards) are collected to receive a school plaque.

School Pennant 100 Awards

After receiving a medallion, a further 5 ribbons (equivalent to 50 school awards) are collected to receive a school pennant.