

Stockton Public School's School Behaviour Support and Management Plan

Overview

Stockton Public School is committed to promoting positive behaviour and encouraging student engagement in learning. Our vision is to empower every child to contribute meaningfully to the school community and beyond. We strive to foster excellence, create opportunities, and support the success of every student, every day.

We prioritize a safe and respectful learning environment within a supportive and inclusive school community. Our practices are grounded in positive behaviour support, trauma-informed approaches, inclusive education, and social-emotional learning. We maintain high standards for student behaviour through clear expectations, explicit teaching, effective role modelling, and proactive strategies.

To achieve our mission, key programs prioritised and valued by the school community are:

Positive Behaviour for Learning

Restorative Practices

Life Skills Go

Worry-Woos – Developing Emotional Intelligence (Preschool only)

Comprehensive transition programs

These programs emphasise social and emotional learning to foster positive relationships, develop empathy and understanding and prevent bullying.

Stockton Public School is dedicated to preventing bullying, including cyberbullying, by fostering a safe, inclusive, and respectful learning environment. We prioritize student wellbeing through open communication between school and home, and our staff implement evidence-based strategies to nurture a positive school climate.

All members of the school community play an active role in nurturing a welcoming culture that values diversity and encourages positive relationships. A cornerstone of this supportive culture is fostering respectful relationships and reinforcing the message that bullying, whether online or offline, is unacceptable. School staff actively respond to bullying behaviour promptly and effectively.

Partnership with parents and carers

Stockton Public School will work in partnership with parents and carers to establish clear 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/School Council and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices

These expectations will be communicated to parents and carers through the school communications channels and our school website. The school actively fosters collaborative relationships with families and the wider community to create a shared understanding of how to support student learning, safety, and wellbeing.

School-wide expectations and rules

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

To be united, safe and engaged.

United	Safe	Engaged
Respect others	Right place, right time	Listen to and follow teacher instructions
Play and work together	Be sun safe	Produce quality work
Wear our uniform with pride	Play and move safely	Be on task and organised
Use your manners		

Stockton Public School uses the following three key strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations to ensure a climate of success, positive teacher student relationships, recognise student achievement and support for student behaviour needs:

- High expectations
- Explicit instruction of positive behaviour
- A common language based on our school values

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](#).

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

Whole school approach across the care continuum

Our school integrates student wellbeing and positive behaviour strategies across all areas of support to foster positive behaviour and effectively address concerns, including bullying and cyberbullying.

These strategies are grounded in evidence-based classroom practices that establish a strong foundation for student engagement and respectful relationships. Key practices include:

- Clearly stating and explicitly teaching classroom and school expectations
- Establishing predictable routines and procedures that are effectively communicated to students
- Reinforcing expected behaviour through positive feedback and encouragement
- Addressing inappropriate behaviour constructively and consistently

- Actively supervising students to ensure a safe and supportive environment
- Maximizing opportunities for student engagement in learning
- Differentiating learning content and tasks to support the diverse needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	School Values (underpinned by PBL)	School-wide, universal and classroom values and expectations to bring together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	Teachers Students Parents
Prevention	Restorative Practices	This focuses on building, maintaining and restoring positive relationships. A behaviour management toolkit for teachers.	Teachers Students
Prevention	Classroom Management Practices	Outlines the agreed expectations and key practices teachers use to establish a positive learning environment that maximises learning and wellbeing for all students.	Principal Executive Teachers
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Zones of Regulation	The Zones of Regulation framework and curriculum (Kuypers, 2011) develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. The common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.	Teachers Students
Prevention	Worry-woos (Preschool only)	An evidence-based curriculum that introduces and explores emotions so that preschool children can identify, understand and cope with difficult feelings. The main goal is to develop self-awareness, respect for others and promote the concept of empathy.	Teachers students
Early intervention	Backflips against Bullying	An evidenced based three pronged approach – Build them Strong – Teaches resilience and practical tools Social Influence – empowering students to hold each other accountable	Teachers Students

Care Continuum	Strategy or Program	Details	Audience
		Classroom Consolidation – continuing the learnings and conversation	
Early intervention	PBL lessons/ ARCO lessons	Explicit lessons are delivered weekly, targeting areas of need or reminders within our context	Teachers students
Early intervention	Whole school behaviour management procedures	Teachers and executive follow school expectations regarding managing student behaviour at the low level. This includes teacher intervention in the classroom and playground.	Teachers Executive
Early intervention	Communication with parents	School expectations and procedures are followed when working with parents to support students.	Teacher Executive
Targeted intervention	Classroom management practices	This could include modified individual expectations and goals, communication with parents, transition to and from classroom strategies.	Teachers
Targeted intervention	Behaviour Support Toolkit	This includes behaviour support planning, de-escalation plan, behaviour response plan, student behaviour contract, targeted behaviour goals.	Teachers
Targeted intervention	School Counselling Service	Referral to school counsellor by parents and class teacher through the Learning and Support Team (LST).	Executive LST
Targeted intervention	Learning and Support	The learning and support team works with teachers, students and families to support those students who require personalised learning and support. This can include instructional leadership, development of risk assessments and the development of short- and long-term goals.	Teachers Parents students
Targeted intervention	Delivery Support 'Team around the school'	Advice and support provided by Department personnel outside the school.	Principal Senior Executive
Targeted intervention	Police Liaison Officer	School Liaison Police Officers work with schools to reduce anti-social behaviour through a range of school intervention strategies, educational programs, and local relationships which model respect and responsibility	Principal Teachers students

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Attendance	Teachers and supervisors conduct attendance interviews with students first, followed by their families, to identify barriers and set growth goals.	Teachers Parents students
Individual intervention	Restorative practice	Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.	Teachers students
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Teachers Families Students School counsellor Learning & support team

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

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. See Appendix 1

Stockton 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, for example through the 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

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.

- **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 in Scholl Bytes.
- 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 • conference • 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 re-direction • walk with teacher • reflection and restorative practices • communication with parent/carer.

Stockton Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Our Positive Behaviour for Learning program combined with Zones of Regulation (Worry-woos in preschool) and a restorative approach to resolution, 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
<p>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.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from an executive straight away if there is a risk. Otherwise notify student's class teacher first and foremost. Or with stage supervisor or executive</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught regularly.</p>	<p>4. Teacher records on School Bytes by the end of the school day. Monitor and inform family</p>	<p>4. Refer to the school's Learning and Support Team considering current and</p>

	if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO).	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 contacts parent through phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly stage assemblies.	Teacher contacts parents by phone 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 School Bytes. 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, 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 Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Reflection and restorative practices

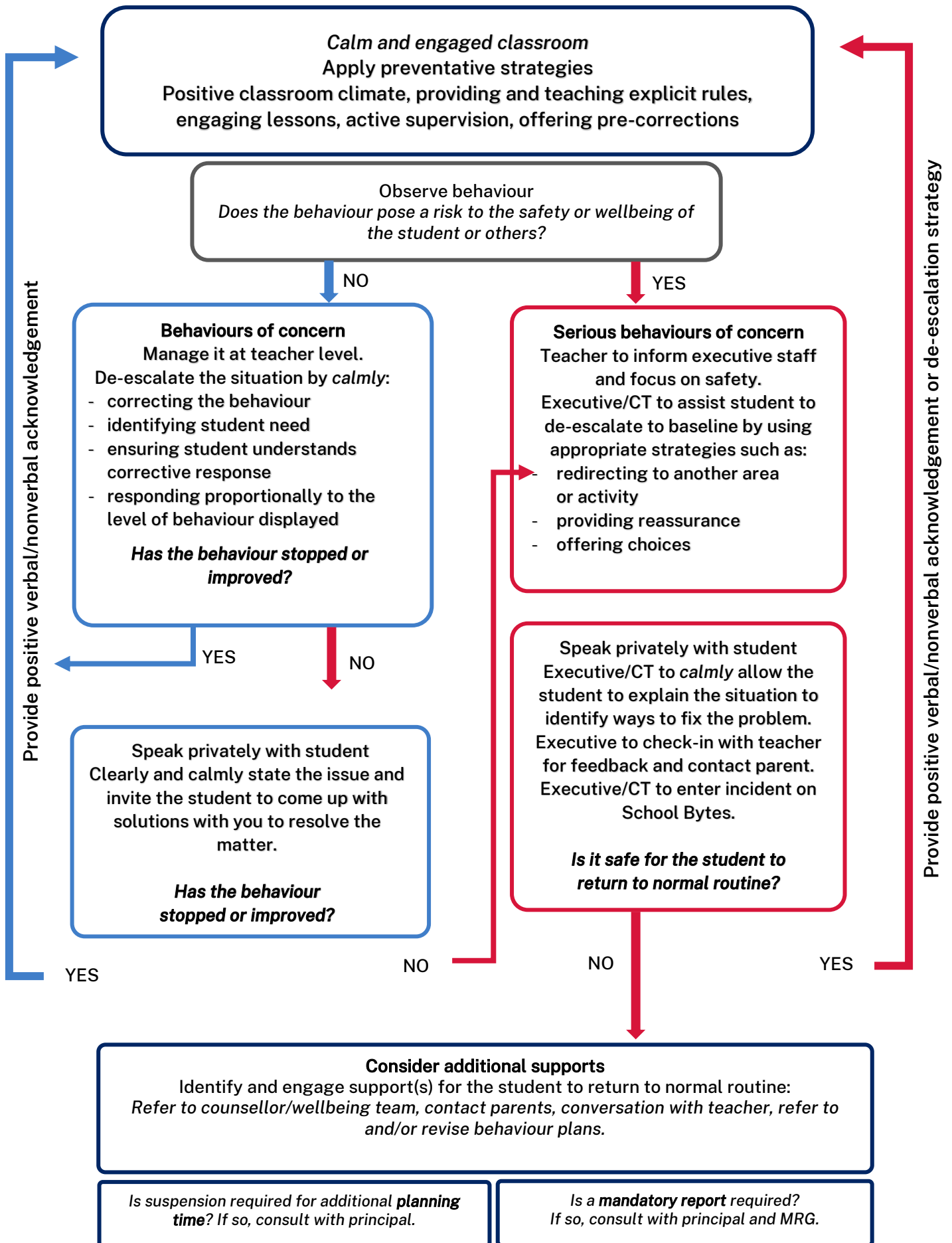
Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Alternate play plan – withdrawal from free choice play and re-allocation to office / classroom / defined area on playground for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group.</p>	<p>Next break</p>	<p>Assistant Principal with teacher</p>	<p>Documented in School Bytes</p>
<p>Restorative practice – peer mediation or circles in groups</p>	<p>Scheduled for either lunch or recess break</p>	<p>Assistant Principal with teacher</p>	<p>Documented in School Bytes</p>

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Stockton 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.



am I being bullied?

START HERE!

Was it deliberate/on purpose?

Yes

No

Was it personal/targeted?

Yes

No

Was it said in anger?

No

Yes

Was it part of a fight with a friend?

No

Yes

Has it only happened once or twice?

No

Yes

Does the person doing it have '**more power**' than you? e.g. more popular, older, stronger

Yes

No

bullying

Someone more powerful saying or doing something hurtful to someone on purpose, over and over again

rude behaviour

Saying or doing something hurtful that wasn't planned or meant to upset someone

conflict

Saying hurtful things on purpose due to heightened emotions as part of a disagreement

mean

Saying or doing something hurtful to someone on purpose once or twice

@kidshelpline