NSW Department of Education

Sans Souci Public School Behaviour Support and Management Plan

Overview

Sans Souci Public School is committed to explicitly teaching and modelling positive behaviour and 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:

- PAX Good Behaviour Game
- The Resilience Project
- Class Dojo

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

Sans Souci 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 reports of bullying behaviour.

Partnership with parents and carers

Sans Souci Public School has partnered with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- Conducting focus groups with parents/carers and students in December 2023 and July 2024.
- Conducting a survey of the parent/carer community
- Liaising with the P&C Committee
- Inviting parent/carer and student feedback through formal and informal means, such as Tell Them from Me surveys,
- Using concerns raised through complaints procedures to review school systems, data and practices.

Sans Souci Public School will communicate these expectations to parents/carers through the school newsletter, school website and at P&C meetings. Information will also be shared at Kindergarten Orientation sessions and workshops. 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

Rule	Expectation
Be Safe	• Keep your hands, feet and body to yourself • Move sensibly and safely at all times • Report concerns to a teacher • Be in the right place at the right time
Be Respectful	• Speak politely to everyone • Respect personal space and property • Wear correct school uniform • Be honest and play fairly • Listen to and follow instructions
Be a Learner	• Be an active participant • Stay on task • Strive to improve • Be a team player

Awards

To encourage and recognise positive behaviour and learning, students will accumulate class and playground awards to earn milestone awards (see below).

Awards received in years K-2 will accumulate each year. At the end of Year 2, the accumulation process resets. Students will then receive and accumulate awards throughout years 3-6.

Awards will be tracked systematically, using School Bytes.

Milestone Awards

Students will be recognised with milestone awards when they receive the following number of weekly awards:

- Bronze Award: 5 class awards
- Silver Award: 10 class awards
- Gold Award: 15 class awards
- Principal Certificate: 20 class awards
- Principal's Medal: 25 class awards

Bronze Awards, Silver Awards, Gold Awards and Principal Certificates will be handed out at weekly assemblies. Principal Medals will be presented at the end of year Presentation Day.

Note: During the implementation phase of this plan, there will be a phased approach to the levels as follows:

2025 School Year	Level working towards
Kindergarten and Year 3	At the beginning, working towards the Bronze Award
Year 1 and Year 4	At Bronze Level, working towards Silver Award
Year 2 and Year 5	At Silver Level, working towards Gold Award
Year 6	At Gold Level, working towards Principal Certificate

Weekly Awards and Milestone Awards presented at the weekly Friday Assembly

<table>
<tr><th>Award Type</th><th colspan="2">Description of Award</th></tr>
<tr><td>Class Awards</td><td colspan="2">Each week, except for weeks 5 and 10, the class teacher will award students as outlined below.
In Weeks 5 and 10, Language, Art and Library teachers hand out awards as outlined below.
All awards will align with school rules (Be Safe, Be Respectful and Be a Learner).
These awards will contribute towards a milestone award.</td></tr>
<tr><td></td><td>Kindergarten to Year 2
1 ‘Being Safe’ award
1 ‘Being Respectful’ award
1 ‘Being a Learner’ award</td><td>Year 3 to Year 6
1 ‘Being Safe’ award
1 ‘Being Respectful’ award
2 ‘Being a Learner’ awards</td></tr>
<tr><td>Bronze Award</td><td colspan="2">Students will receive a Bronze Award when they receive 5 class or playground awards. This award will be presented at the weekly Friday assembly.</td></tr>
<tr><td>Silver Award</td><td colspan="2">Students will receive a Silver Award when they receive another 5 class or playground awards (a cumulative total of 10 awards). This award will be presented at the weekly Friday assembly.</td></tr>
<tr><td>Gold Award</td><td colspan="2">Students will receive a Gold Award when they receive another 5 class or playground awards (a cumulative total of 15 awards). This award will be presented at the weekly Friday assembly.</td></tr>
<tr><td>Principal Certificate</td><td colspan="2">Students will receive a Principal Certificate when they receive another 5 class or playground awards (a cumulative total of 20 awards). This award will be presented at the weekly Friday assembly.</td></tr>
</table>

End of Year Awards – Presented at Annual Presentation Day

Award Type	Given By	Description of Award
Principal Medal	Principal	Milestone award, presented at Presentation Day.
Class Awards	Class Teacher	One Academic Award Young Writer Award Two Teacher Choice Awards (teacher to choose): • Most Improved • Encouragement • Quiet Achiever • Most Conscientious
Cocurricular Awards	Dance Coordinator Band Coordinator	One award for each dance group. One award for each band.
Support Award	Support teachers	One award per stage.
Language Award	Greek and French Teachers	One award per stage for Greek A, Greek B and French.
Art Award	Visual Arts Teacher	One award per stage.
Library Award	Librarian	One award per stage.
Playground Pal Award	Playground Pal Coordinator (Years 5-6 only)	One award.
Additional awards	Stage 3 Teachers	A number of additional awards for academic achievement and citizenship are awarded at the end of year Presentation Day, predominantly to Stage 3 students.

Playground rewards

Playground Rewards	Teachers will give tokens to students (observed to be) 'caught' following school rules at lunch and fruit break. Students write their name and class on the token and place it in a class jar. Tokens are brought to Friday's assembly for a weekly raffle draw. A teacher will announce the winner and write up an award for the student. These awards will contribute to the student's overall milestones, reinforcing consistent positive behaviour.

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	PAX Good Behaviour Game	PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	Staff, Students K-6
Prevention	School-wide positive behaviour expectations	Classroom management- explicit teaching, high expectations and visual display of rules, assembly/presentation awards.	Staff, Students K-6
Prevention	The Resilience Project	An evidence-based positive mental health program to build resilience and happiness and focuses on strategies to cultivate positive emotion, specifically; Gratitude, Empathy and Mindfulness (GEM), with Emotional Literacy being a foundational skill to practising these attributes.	Staff, Students K-6
Prevention	National Week of Action Against Bullying	Our school actively participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, Students K-6
Prevention	Class Dojo	A positive behaviour management system to reward students for positive behaviour choices.	Staff, Students K-6
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Staff, Students K-6
Prevention	Teaching of routines and rules	Classroom teachers will explicitly and regularly teach routines and rules.	Staff, Students K-6
Prevention	Playground Pals	Stage 3 students are provided with training and volunteer to assist in the playground to assist with games and support students with social interactions.	Students K-4 Selected students Stage 3
Prevention	Planned transitions and orientations	Structured transition programs for students moving from preschool to kindergarten, infants to primary and from primary to high school, with specific strategies to prepare students for new environments, rules, and expectations. This includes teacher visits to local preschools, preschool visits to kindergarten, kindergarten orientation, the buddy program, high school for a day and regular communication with families.	Staff, Students K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	Professional Learning	Staff regularly complete professional learning that develops understanding of the diverse learning needs of students, the factors that influence behaviour, how to respond to various behaviours and strategies to assist students with complex and challenging behaviours.	Staff
Prevention	Differentiation	Students are provided with differentiated learning tasks to maximise engagement and provide varying levels of support to meet student need.	Staff
Early intervention	Peaceful Kids	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in small group environment at school.	Individual students K-6 Staff facilitator/s
Early intervention	Australian eSafety commissioner Toolkit for Schools	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.	Staff 3-6
Early intervention	Police Youth Liaison Officer	A resource used to engage with the students and school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Students 3-6
Early intervention	Reflection and Time Out	Time out and reflection bench used at teacher and/or student discretion to provide students with options to reflect upon decisions. Used in combination with Restorative Practices and Student Conferences.	Classroom teacher/Assistant Principal, Students K-6
Early intervention	Restorative Practices	A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrong doing occur.	Classroom teacher/Assistant Principal, Students K-6
Early intervention	Student conferences	Individual conference with student/s to address behaviours of concern.	Classroom teacher/Assistant Principal, Students K-6

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Parent contact	Phone calls and/or meetings to address behaviours of concern and work on strategies to rectify behaviour.	Classroom teacher/Assistant Principal, student, parents and carers
Early Intervention	Alternate or structured play	Student may be directed to an alternate or structured play area to assist in self-regulation.	Executive and/or Classroom teacher
Targeted intervention	Learning and Support (LST)	The LST works with teachers, students, families and Allied Health professionals to support students who require personalised learning and support.	All
Targeted intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, LST, Principal/Deputy Principal
Targeted intervention	Social stories	Stories to assist students to understand and respond appropriate in specific situations. The goal is to provide the student with strategies to use in social situations and to reduce anxiety.	Class teacher / individual student / parent or carer
Targeted intervention	Sensory aids	Tools and resources to provide students who need sensory regulation to manage their emotional and physical responses, enhancing focus and engagement.	Individual students
Targeted intervention	Visual timetables	Visual representation of the daily schedule to help students. Reduces uncertainty and supports smooth transitions between activities.	Teachers/ individual students
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, LAST, AP/class teacher
Individual intervention	Referral for health and wellbeing concerns	Contact with the Team Around a School for further support relating to student health, wellbeing or behaviour concerns that the school requires further support in managing.	Principal, Deputy Principal, Assist Principals
Individual intervention	Liaising with external supports	Collaborating with allied health professionals (e.g. psychologists, speech therapists, occupational therapists) to provide tailored interventions. Coordination	Individual students, LST. parent/carer

Care Continuum	Strategy or Program	Details	Audience
		between staff. Families, and external agencies helps address complex behaviour or learning needs.	

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

Sans Souci 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 student, parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals also 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. School executive 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 on School Bytes. These include:

Teacher Managed Behaviours	Executive Managed Behaviours
• **Disruptive behaviour:** Talking during teacher instruction, calling out, interrupting others or engaging in off-task behaviour. • **Non-compliance:** Failing to follow teacher instructions, such as not completing classwork or not adhering to classroom rules. • **Low-level defiance:** Refusing to participate in class activities or follow directions without escalating to disrespect or aggression. • **Playground issues:** Minor disagreements or conflicts during play, such as arguing over equipment, rules or taking turns. • **Inappropriate language:** Use of low-level, non-aggressive inappropriate language (e.g. casual swearing not directed at anyone). • **Minor property damage:** Accidentally damaging school property without intent or malice, such as breaking a pencil or knocking over classroom items. • **Inattention:** Not fully engaging in learning activities. • **Repeated patterns of low-level behaviour:** Persistent disruptive behaviour of non-compliance.	• **Physical aggression in the playground:** Hitting, kicking, pushing, or any form of physical violence directed at students or staff. • **Bullying or harassment:** Any sustained behaviour targeting others, including verbal, physical, or online bullying. • **Severe defiance:** Repeated refusal to follow instructions, complete work, or comply with reasonable requests from teachers, especially if it disrupts the learning environment. • **Threats of violence:** Any threatening behaviour towards students, staff or school property, whether verbal or physical. • **Significant property damage:** Purposefully damaging school property or belongings of others, such as vandalism. • **Inappropriate sexual behaviour:** Any form of inappropriate sexual conduct, gestures, or language directed at others. • **Repeated patterns of low-level behaviour:** Persistent disruptive behaviour of non-compliance that has not been corrected by teacher-managed interventions. • **Serious physical aggression:** Hitting, kicking, pushing, or any form of physical violence directed at students or staff.

• **Low level physical aggression:** Hitting, kicking, pushing, or any form of physical violence directed at students or staff.	• **Absconding:** Leaving school grounds or the classroom without permission, putting the student's safety at risk. • **Theft:** Taking property belonging to others with the intent of permanently keeping it.

Teachers will utilise some or all the following strategies when dealing with behaviours of concern.

Classroom	Playground/non-classroom setting
• rule reminder • re-direct • offer choice • error correction • Reteach (if they don't understand task) • seat change • reflection bench paired with restorative practices and/or student conference • Teacher or student directed time out paired with restorative discussion and/or student conference • Student conferences • Complete work in Assistant Principal/ buddy class • Communication with parent/carer	• rule reminder • re-direct • offer choice • error correction • Reteach (rules) • play or playground re-direction • walk with teacher • reflection and restorative practices • communication with parent/carer

Reinforcing positive behaviours

Sans Souci Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The PAX Good Behaviour Game (PAX GBG) and The Resilience Project consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

The school acknowledges 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.

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 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.

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.

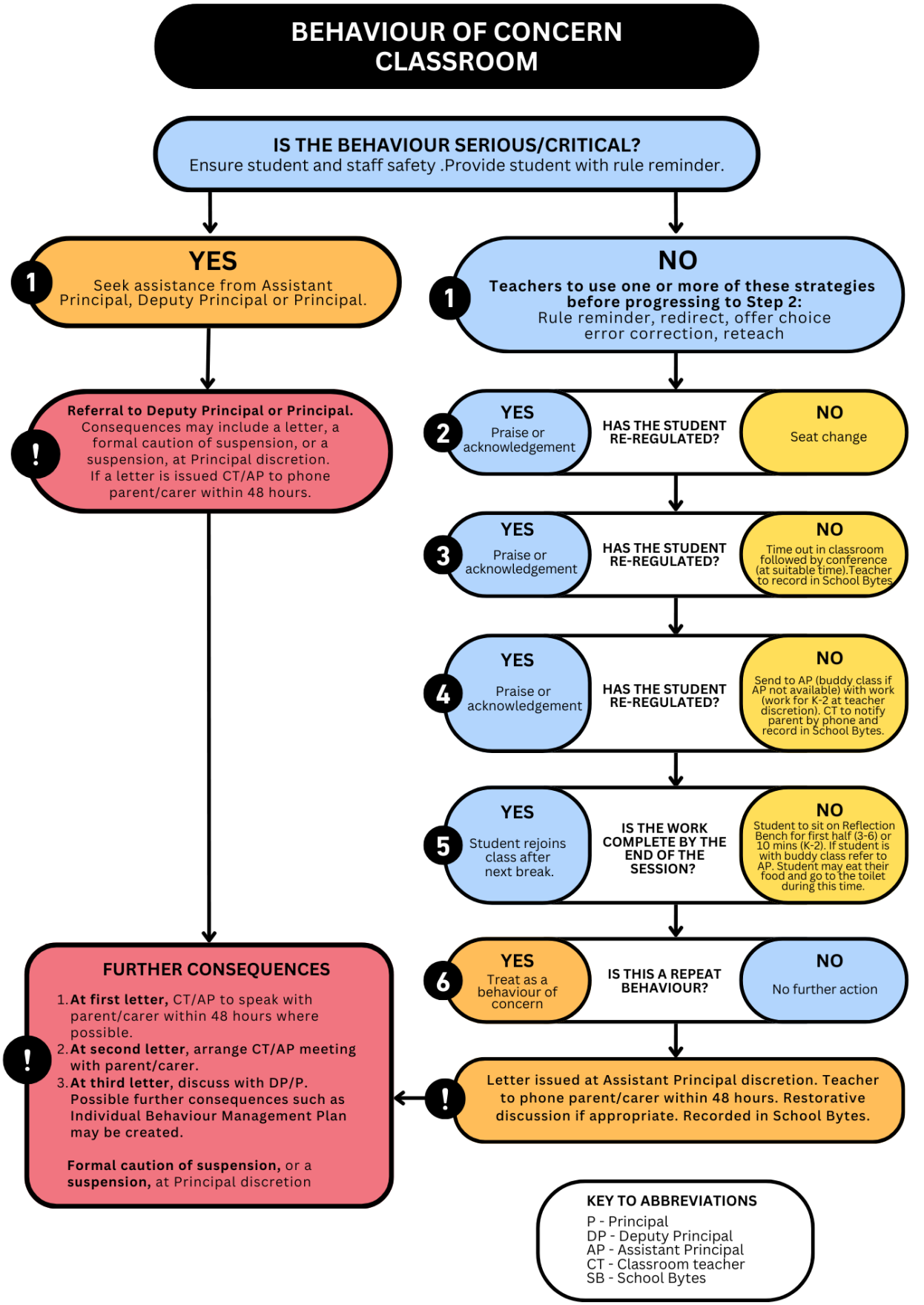
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate play plan – withdrawal from free choice play and re-allocation to a classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Breaks as determined in consultation with class teacher	Executive	Documented in School Bytes
Reflection bench – reflective discussion after an event or behaviour of concern with an individual student. Reflection bench located in the playground under teacher supervision.	Same day, at next break. K-2 students 10 minutes. 3-6 students first half	Executive	Documented in School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Executive	Documented in School Bytes

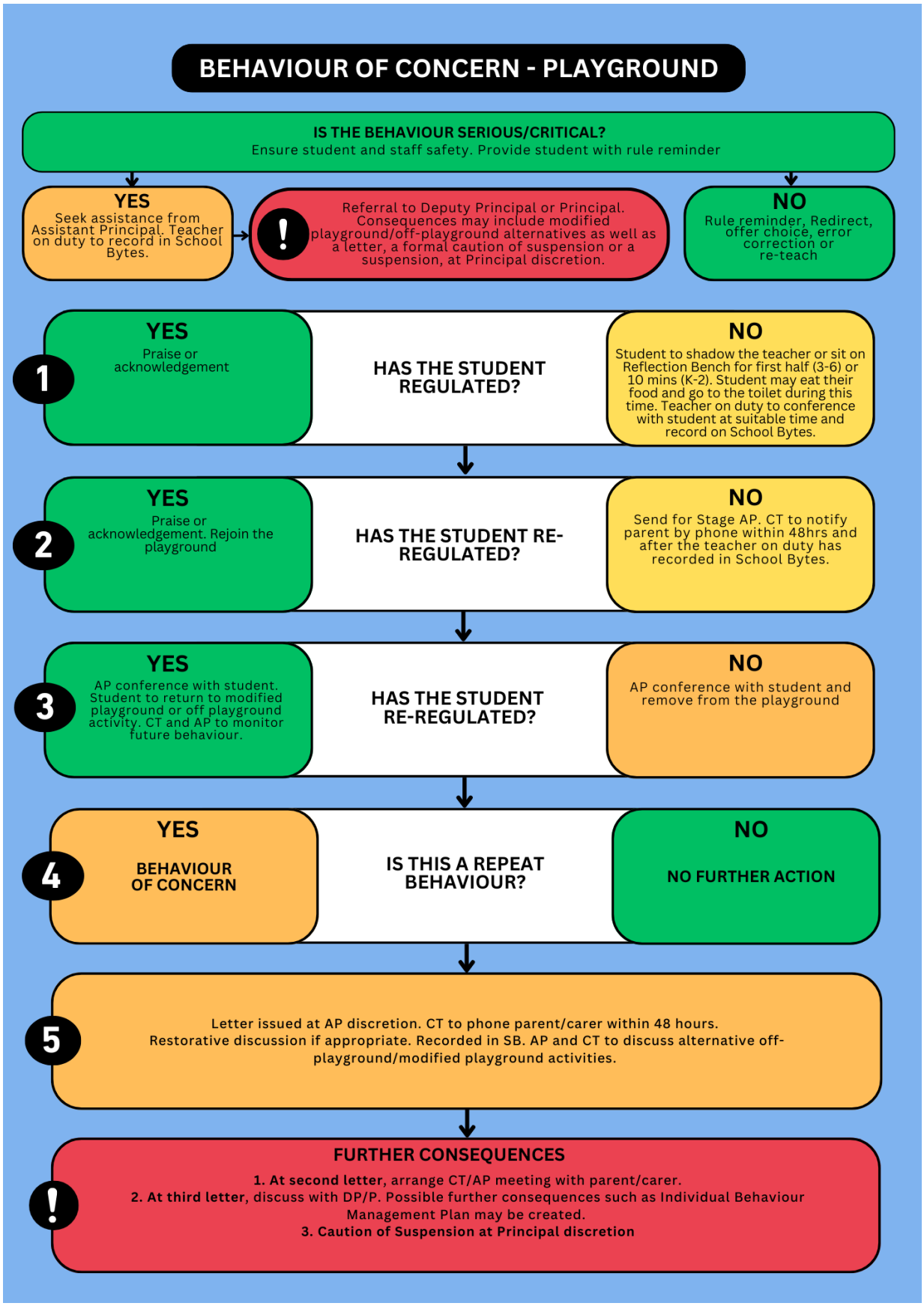
Review dates

Last review date: February, 2025

Next review date: February, 2026

Appendix 1: Behaviour Flowcharts




BEHAVIOUR OF CONCERN - PLAYGROUND
IS THE BEHAVIOUR SERIOUS/CRITICAL?
Ensure student and staff safety. Provide student with rule reminder
YES
Seek assistance from Assistant Principal. Teacher on duty to record in School Bytes.
!
Referral to Deputy Principal or Principal. Consequences may include modified playground/off-playground alternatives as well as a letter, a formal caution of suspension or a suspension, at Principal discretion.
NO
Rule reminder, Redirect, offer choice, error correction or re-teach
1
YES
Praise or acknowledgement
HAS THE STUDENT REGULATED?
NO
Student to shadow the teacher or sit on Reflection Bench for first half (3-6) or 10 mins (K-2). Student may eat their food and go to the toilet during this time. Teacher on duty to conference with student at suitable time and record on School Bytes.
2
YES
Praise or acknowledgement. Rejoin the playground
HAS THE STUDENT RE-REGULATED?
NO
Send for Stage AP. CT to notify parent by phone within 48hrs and after the teacher on duty has recorded in School Bytes.
3
YES
AP conference with student. Student to return to modified playground or off playground activity. CT and AP to monitor future behaviour.
HAS THE STUDENT RE-REGULATED?
NO
AP conference with student and remove from the playground
4
YES
BEHAVIOUR OF CONCERN
IS THIS A REPEAT BEHAVIOUR?
NO
NO FURTHER ACTION
5
Letter issued at AP discretion. CT to phone parent/carer within 48 hours.
Restorative discussion if appropriate. Recorded in SB. AP and CT to discuss alternative off-playground/modified playground activities.
!
FURTHER CONSEQUENCES
1. At second letter, arrange CT/AP meeting with parent/carer.
2. At third letter, discuss with DP/P. Possible further consequences such as Individual Behaviour Management Plan may be created.
3. Caution of Suspension at Principal discretion

Appendix 2: Bullying Response Flowchart