

# Edmondson Park Public School

## Behaviour Support and Management Plan

### Overview

Edmondson Park Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. *At EPPS our psychological base is Choice Theory.*

The principles of **Choice Theory** underpin our school's approach to behaviour plans and procedures. This philosophy is about creating conditions for each student to progress towards responsible, self-management whilst learning about the five main needs that drive people to behave the way they do. The five basic human needs as described by Choice Theory are:

#### Survival

- A safe environment
- All student needs are met
- Students feel valued and accepted



#### Freedom

- Opportunities to choose how students demonstrate learning
- Independence
- Choices in who students work with



#### Empowerment

- Recognition of effort and application
- Personal success
- Achievement
- Challenge
- Safe 'fail' environments



#### Fun

- Immersion into new learning
- Challenging tasks
- Engagement in learning
- Growth through new opportunities



#### Belonging

- Feeling loved and respected
- Developing positive friendships
- Sharing together
- Engaging in cooperation
- Developing connections




Choice Theory underpins everything we do at Edmondson Park Public School. Quality relationships are our focus.

Helping our learners understand how and why they behave and how they can take more effective control of their lives is part of every class, every day.

#### At Edmondson Park Public School:

- Many staff are trained in Choice Theory and Reality Therapy.
- We are developing our whole-school social and emotional literacy curriculum, with explicit lessons and experiences to be taught across all year levels enabling children to lead more effective lives.
- We help our learners to identify and balance their basic needs.
- We help our learners grow from requiring co-management involving adults to being responsibly self-managed.
- We continually apply evaluative thinking to our processes.
- We provide a continuum of support for all who need it.



Find out more about Choice Theory Psychology here: [What Is Choice Theory? | GIFT](#)

### **Partnership with parents/carers**

Edmondson Park Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by

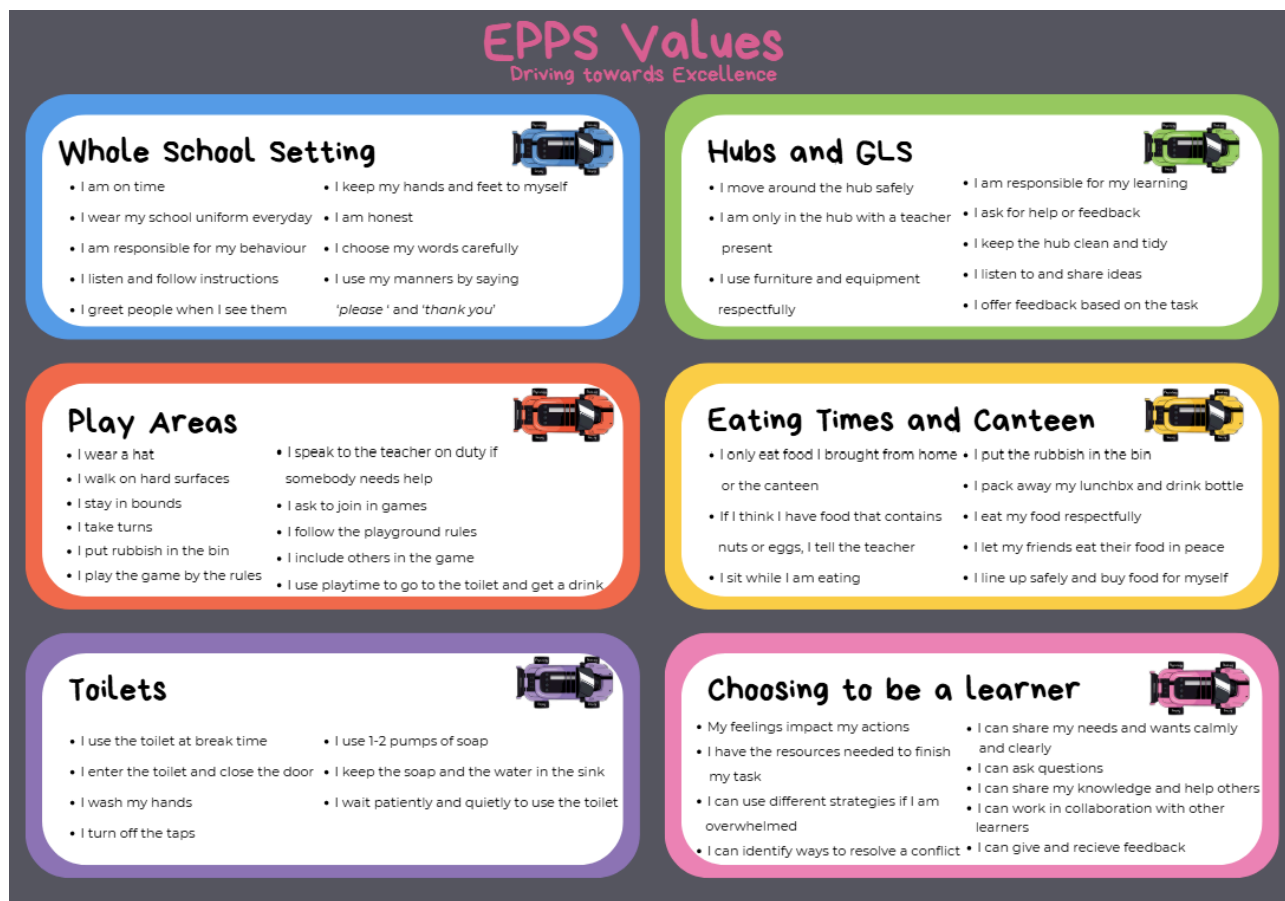
- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECC
- using concerns raised through complaints procedures to review school systems, data and practices.

Edmondson Park 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

## Promoting and reinforcing positive student behaviour and school-wide expectations

At Edmondson Park PS, students, staff and parents value respect, safety, choice, learning, the environment and relationships. We demonstrate the importance of these values through our school values of **We are Safe, We are Responsible, We are Respectful** and **We are Courteous**.



Edmondson Park Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Wellbeing Framework
- Reality Therapy
- Total Behaviour
- Choice Theory



## Behaviour Code for Students

The Behaviour Code for Students can be found at

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

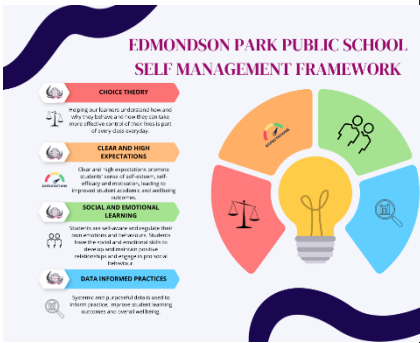
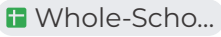
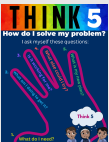
## Whole school approach across the care continuum

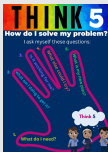
Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

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.

## Whole School Approach

| Care Continuum  | Strategy or Program  | Details  | Audience                      |
|---|--|--|-------------------------------|
| Prevention  | EPPS Self-management Framework   |  <p><b>EDMONDSON PARK PUBLIC SCHOOL SELF MANAGEMENT FRAMEWORK</b></p> <ul style="list-style-type: none"> <li><b>CHOICE THEORY</b><br/>Helping our learners understand how and why they behave so we can help them make more effective choices of how they spend part of their own energy.</li> <li><b>CLEAR AND HIGH EXPECTATIONS</b><br/>Clear and high expectations promote a culture where all self-managers, staff, students and parents are working to improve student outcomes and achieving outcomes.</li> <li><b>SOCIAL AND EMOTIONAL LEARNING</b><br/>Students can self-advocate and regulate their own emotions and social skills. Students know the social and emotional skills to develop and use in their relationships and engage in positive outcomes.</li> <li><b>DATA INFORMED PRACTICES</b><br/>Systems and processes that use data to inform practice, improve student learning outcomes and create a culture of learning.</li> </ul> | Whole School                  |
| Prevention  | <a href="#">Child protection</a>   | Teaching child protection education is a mandatory part of the syllabus  | K-6                           |
| Prevention  | <a href="#">National Week of Action (NWA)</a>  | Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.   | Staff, students 3 - 6         |
| Prevention / Early Intervention / Targeted / Individual | Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> 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                           |
| Early Intervention                                      | EPPS Values Matrix<br>          | Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture   | Whole School                  |
| Early/ Individual Intervention                          | Reality Therapy - (think 5)<br> | Reality therapy is a form of counseling that views behaviors as choices. It states that psychological symptoms occur not because of a mental health condition, but due to  | Individual students and staff |

| Care Continuum                    | Strategy or Program   | Details   | Audience                                     |
|-----------------------------------|---|---|--|
|                                   |   | people choosing behaviors to fulfill their needs.<br><b><i>Understanding how needs drive behaviour choices is an essential component of reality therapy.</i></b>  |  |
| Early Intervention                | <a href="#">Peaceful Kids</a>   | Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.  | Individual students K-6                      |
| Targeted/ Individual Intervention | Learning and Support  | The Learning and Support teamwork with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.  | Individual students, families and staff      |
| Targeted/ Individual Intervention | <a href="#">Attendance support</a>  | 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, attendance co-ordinator |
| Individual Intervention           | <b>Think 5</b><br> | Asking students to reflect on their behaviour choices and ask themselves five key questions: <ul style="list-style-type: none"> <li>- What do I need?</li> <li>- What am I doing to get it?</li> <li>- Is this working for me?</li> <li>- What else could I try to do?</li> <li>- What is my new plan?</li> </ul> | Individual students, staff                   |

| Care Continuum          | Strategy or Program               | Details  | Audience                                    |
|-------------------------|-----------------------------------|--|---|
| Individual Intervention | Individual behaviour Support Plan | This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.  | Individual students, parent/carer, LAST, AP |
| Individual Intervention | Self-Directed Time-out/calm card  | Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. This is sometimes called time away, chill out time or cool down time. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy. | Individual Students                         |

\*Insert more rows as required.

## 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. See Appendix 1.

Edmondson Park 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 on Behaviour / wellbeing ITD system. These include:

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





Edmondson Park Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PAX Good Behaviour Game (PAX GBG) and Positive Living Skills consist 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<br>Responses to recognise and reinforce positive, inclusive and safe behaviour   | Early Intervention<br>Responses to minor inappropriate behaviour are teacher managed.  | Targeted/Individualised<br>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:<br>free and frequent<br>moderate and intermittent<br>significant and infrequent<br>Intermittent and infrequent<br>reinforcers are recorded on Behaviour / wellbeing ITD 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 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 Behaviour / wellbeing ITD system 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 (PAX GBG and Positive Living Skills) weekly.  | 4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator. | 4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.   |
| 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. 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. 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 Behaviour / wellbeing ITD 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
- 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.

## 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.

## 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.

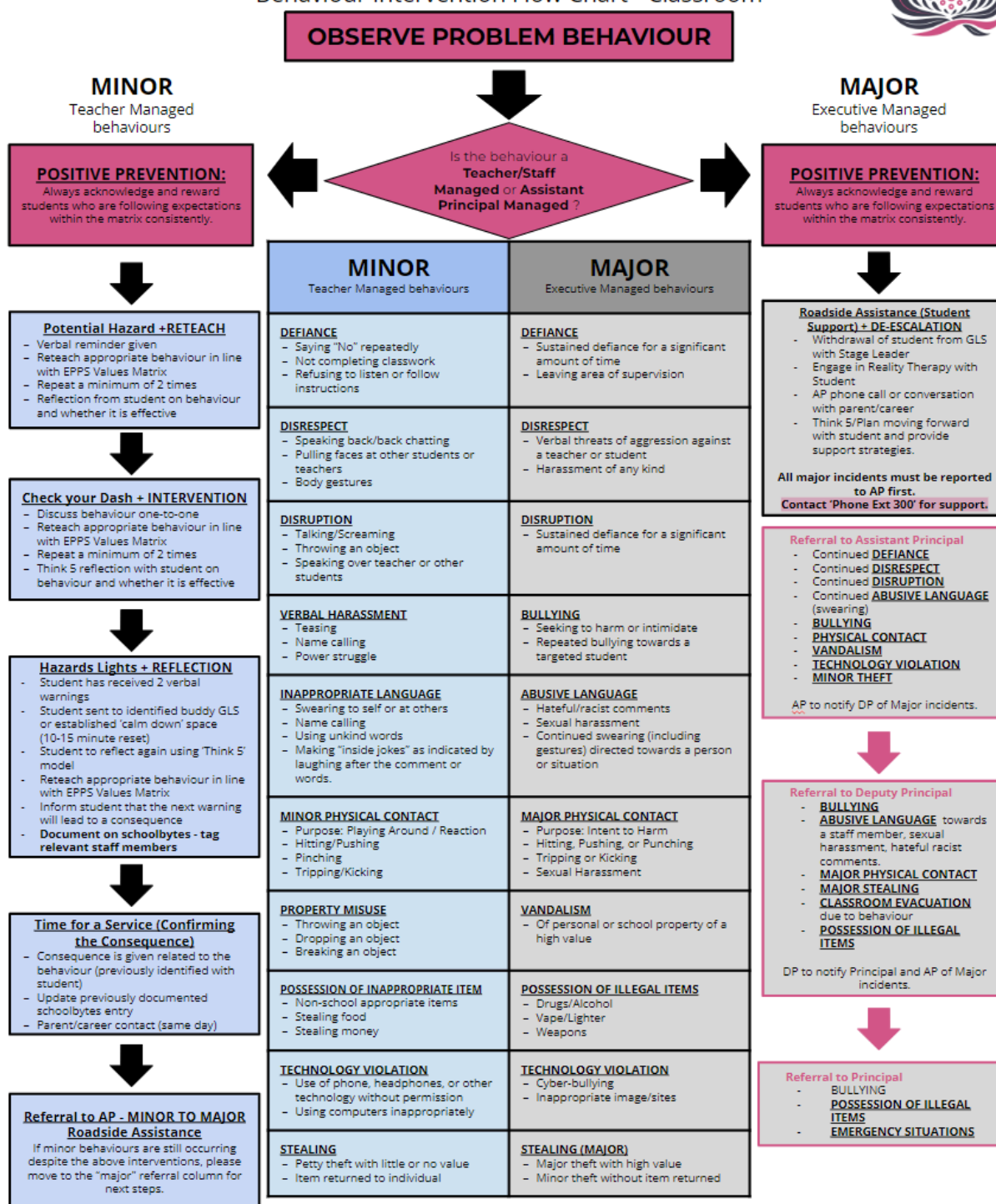
The maximum length of time will be appropriate to the age/developmental level of the student.

| Strategy  | When and how long?                         | Who coordinates?                        | How are these recorded?   |
|---|--|---|---------------------------|
| <b>To be reviewed in Semester One 2025</b><br>Reflection room – 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   | Assistant Principal<br>Deputy Principal | Documented in Schoolbytes |
| 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 – individual or group (detention) | Next break                                 | Assistant Principal<br>Deputy Principal | Documented in Schoolbytes |
| Restorative practice – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups  | Scheduled for either lunch or recess break | Assistant Principal<br>Deputy Principal | Documented in Schoolbytes |

## Appendix 1 and 2: Behaviour management flowchart

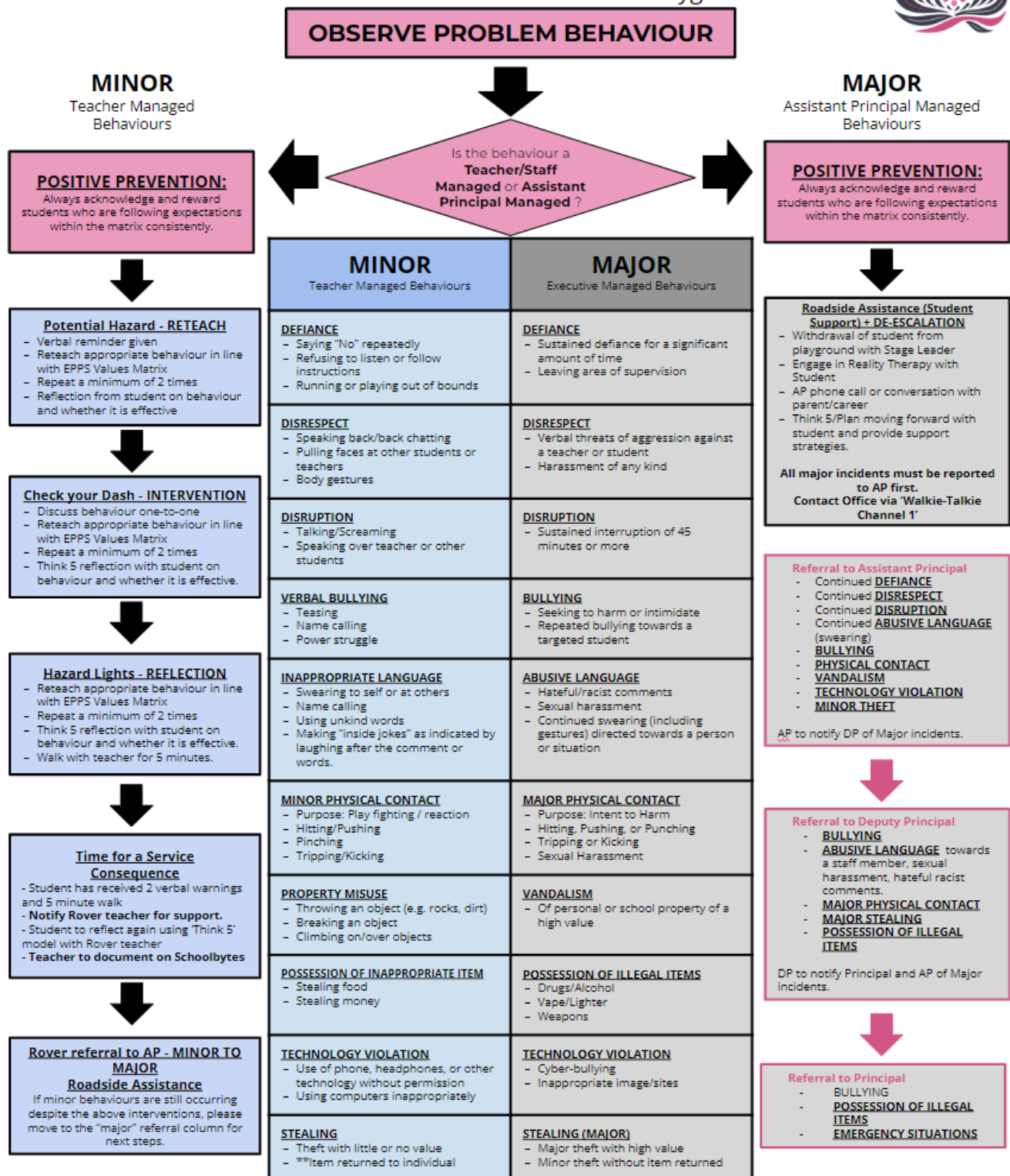
# Edmondson Park Public School

## Behaviour Intervention Flow Chart - Classroom



# Edmondson Park Public School

## Behaviour Intervention Flow Chart - Playground





## Bullying Response Flowchart

The following flowchart explains the actions Edmondson Park 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.



## Reviewing dates

Last review date: 18th December 2024, Term 4

Next review date: 21st April 2025, Term 1

