

Heaton Public School - School Behaviour Support and Management Plan

Overview

At Heaton Public School, we believe in nurturing and inspiring every child to dream big. Our vision is to create an environment where each student is encouraged to envision a bright and promising future for themselves. We strive to instil a sense of hope, ambition, and possibility in every child, empowering them to set ambitious goals and pursue their dreams with determination and passion.

We believe that every child possesses unique talents, strengths, and potential waiting to be unlocked. Our belief in the inherent worth and potential of each student drives us to provide personalised support and guidance tailored to their individual needs and aspirations. We are committed to fostering a culture of respect, responsibility and inclusion, where every child feels valued, supported, and empowered to thrive.

Our approach to education is guided by principles of positive behaviour support, inclusive practice, and social-emotional learning. We prioritise creating a nurturing and supportive environment where students feel safe, respected, and understood. Through effective role modelling, explicit teaching, and proactive interventions, we establish and maintain high expectations for student behaviour, academic achievement, and personal growth. These principles underpin our daily practice, ensuring that every student receives the support, encouragement, and resources they need to succeed academically and socially.

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

- The Resilience Project
- The Heaton 5
- Student Voice

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

Heaton Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Heaton Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying 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 Parent Group and local AECG

- using concerns raised through complaints procedures to review school systems, data and practices.

Heaton 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

Learning	Respect	Responsibility	Inclusion
Ready to Learn	Nice words, nice actions	Right Place, Right time	A welcoming School
Be a team learner	Be proud of who you are and what you do	Own your actions	Consider others
Dare to try, do your best	Wear your uniform with pride	Act safe to stay safe	Help each other
	Care for yourself, others and the environment	Proud, prompt, and prepared	Everyone counts
		Your property, your responsibility	

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

Heaton Public School embeds student wellbeing and positive behaviour approaches and strategies across the care continuum to promote positive behaviour and respond to concerns such as bullying and cyber-bullying. These efforts are grounded in evidence-based effective classroom practices that establish the tone for engagement with learning and respectful relationships. The school employs various strategies and systems to explicitly teach, recognise, and reinforce positive student behaviour and behavioural expectations. 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	Supporting Student Wellbeing	<p>The Heaton Public School Wellbeing System will operate at full capacity and with substantial impact upon student behaviour and achievement when staff, students and parents are fully aware and supportive of all processes, procedures and consequences, either positive or negative.</p> <p>Students will be supported through regular communication between teacher, student, parent and school.</p> <p>Our goal is to create a learning environment where students are engaged and successful.</p>	All Staff
Prevention	Teaching, supporting, and encouraging students to be “self-managers.”	<p>Our core expectations across the entire school setting are reflected through consistent key messages to fulfil the school wide core values of RESPECT, RESPONSIBILITY and INCLUSION.</p> <p>These expectations are visual, verbal and non-verbal cues displayed in every classroom, around the school and are referred to by all staff to remind, direct and redirect students, supported through:</p> <ul style="list-style-type: none"> • Series of videos to model behaviour around the school • The Heaton Five • Classroom behaviour chart • Classroom behaviour flow-chart • Playground behaviour flow-chart • Assembly awards • Principal awards • Heaton Hero tickets • Whole school rewards 	All Staff
Prevention	Classroom Behaviour Management	All classrooms use a 2-colour traffic light system to self-regulation and encourage self-management of behaviour. Staff use the Heaton Five and classroom visuals as non-verbal prompts and positive cues. Each day, all students begin in the green zone Ready to Learn	All Staff
Prevention	Cultural Group	Aboriginal and Torres Strait Islanders students currently work once a week with a cultural mentor and a classroom teacher, in a range of activities that are based on a genuine and practical approach to working together to improve outcomes. They have access to an education that	All Aboriginal and Torres Strait Islander Students

Care Continuum	Strategy or Program	Details	Audience
		values their cultural heritage and identity and supports their learning and career development through quality teaching practices.	
Prevention	Student Voice	<p>Student voice programs allow students to participate in decision-making at school on things which shape their educational experiences. Student voice is more than just ‘having a say’ and ‘being heard’. To be successful, our school values the perspectives and opinions of our students and act on them in a way that genuinely shapes learning and decision-making at the school</p> <p>Heaton offers a range of opportunities for student voice which include, Parliament, Tell Them from Me Survey, Focus Groups, Class Meetings.</p>	All Staff
Prevention	Assembly Awards	Our teachers acknowledge the achievement of two students each fortnight at our whole school assembly by presenting them with a Merit Award. These address one of core values; Learning, Respect, Responsibility or Inclusion.	All Staff
Prevention	Principal Awards	Our principal acknowledges model behaviour, effort, achievement and citizenship by presenting a few students with a Principal’s Award at our whole school assembly. A photo and special mention also go into the Heaton Hotline school newsletter.	
Prevention	Class Dojo	<p>Dojos points are given out by staff in the classrooms when students display positive behaviour such as:</p> <p>Being respectful, responsible, inclusive or following the Heaton 5</p> <p>Trying their best, Being resilient, Being flexible, Being fair, Challenging themselves, Turning behaviour to the positive, Owning their actions, Showing role model behaviour, Staying in the “Ready to Learn” zone, Displaying sportsmanship, Walking calmly, Being thoughtful, Helping others, Being fair and considerate</p>	Staff and Students
Early intervention	Buddy Class / Time-out / Reflection	To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action. Time-out is a planned consequence that involves a single	Staff / students

Care Continuum	Strategy or Program	Details	Audience
		student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time.	
Targeted intervention	Classroom Behaviour and Management Flowchart	The Behaviour and Management Flowchart provides teachers with a central and simple document to refer to when managing behaviour in the class. The guidelines ensure that a consistent approach is implemented by all teachers for all students. It outlines the steps needed to manage disruptive behaviour in class and on the playground.	All Staff
Individual intervention	Behaviour Investigations / Restorative Practices / Record Keeping	<p>Heaton Public School thoroughly investigates each incident that meets a major or serious threshold. The classroom teacher, supervising teacher or an executive will be involved in this process. They will collect all the information required to make an informed decision about the appropriate consequences that may need to be put in place.</p> <p>The staff will implement a restorative practice approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions. It focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. It aims to manage conflict, defuse situations, repair hurt feelings and reduce the likelihood of retaliation after a conflict.</p> <p>The school uses Sentral to record student behaviour and to identify and monitor students who require targeted or individual behaviour support. Schools are directed to retain information on student behaviour, including actions taken to support and manage individual student behaviour and any support strategies implemented or reasonable adjustments required. This helps schools monitor the impact of the support they are providing to students.</p>	Supervising Teacher / Executive Staff

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is

teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. See Appendix 1.

- **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.

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 • detention, 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 • detention, reflection and restorative practices • communication with parent/carer.

Heaton Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Resilience Project 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 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.</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 Behaviour / wellbeing ITD system.</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 Behaviour / wellbeing ITD system 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 (Resilience Project) weekly.</p>	<p>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.</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral Wellbeing 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.
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

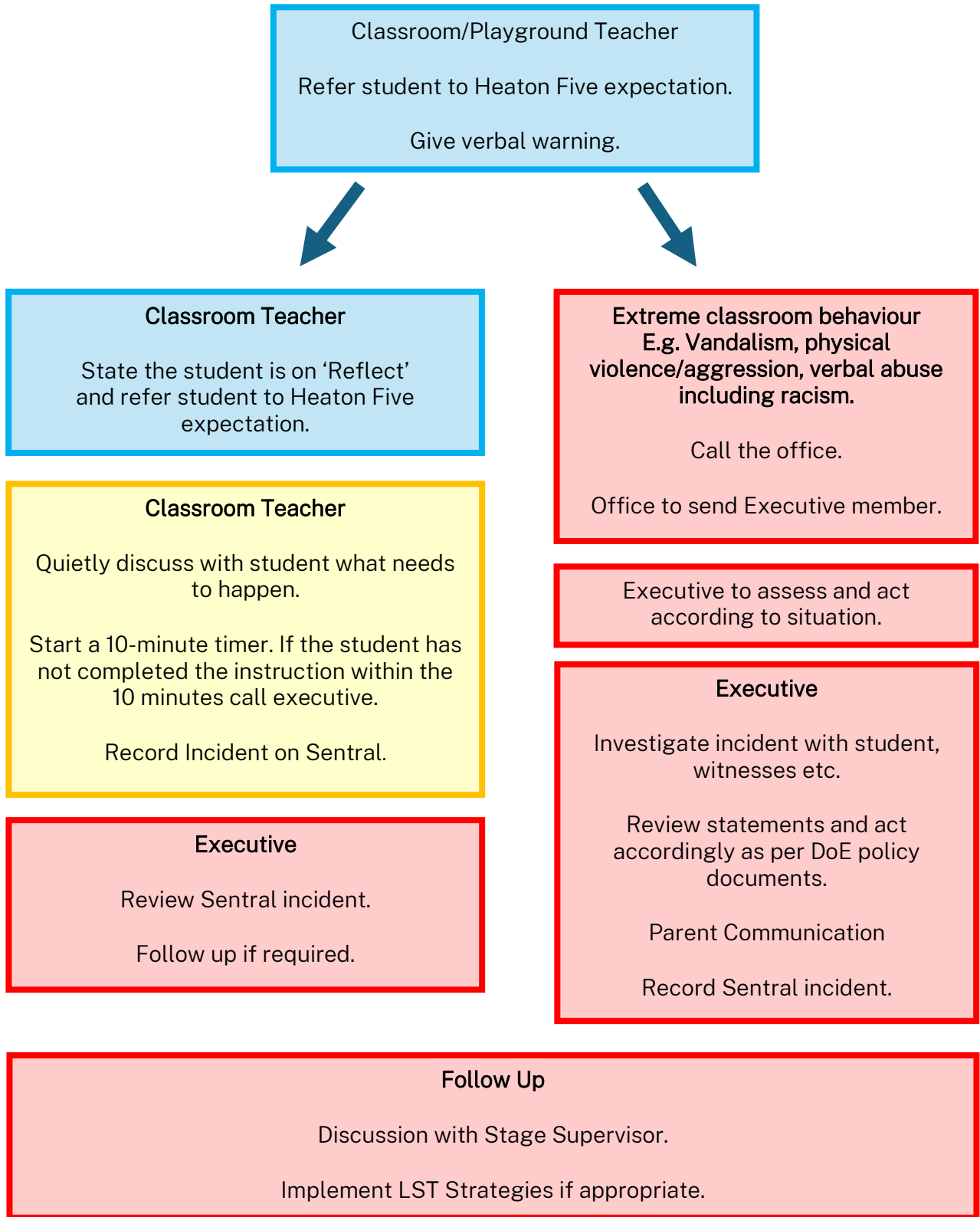
- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

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?
Behaviour Management Plan – In consultation with student, parent and teacher, discuss and set goals for individual students.	As needed	Classroom Teacher / Stage Supervisor	Documented in Student Profiles – SharePoint
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Stage Supervisor	Documented in Sentral Wellbeing
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	Stage Supervisor	Documented in Sentral Wellbeing

Classroom behaviour and Management Flowchart



Learning Support Team (LST) Referral Process Flowchart

Student not meeting academic, social/emotional, behavioural expectations.

1. CT to discuss concerns with parent and apply differentiation and adjustment strategies. Documented, evaluated and monitored in program.
2. Collegial discussion with AP to discuss appropriate accommodations / adjustments and utilise in class with support teacher.
3. CT to complete PLSP with parent and student, recorded in Sentral.

Additional Support

Learning and Support Team

CT to complete Sentral Referral to LST

CT to be present at the next fortnightly LST meeting.

LST discusses referral and determines/prioritises appropriate support and school resources.

LST feedback provided to CT/AP and recommended support implemented.

LST/ CT regularly review progress and applied interventions. If needed, further support is considered from other DOE/non-DOE resources.

Social Worker

CT to complete Sentral Referral – Wellbeing

Placed on fortnightly LST meeting agenda. Discussed at fortnightly COMMS meeting.

Social worker determines/ prioritises appropriate support.

Feedback and formal reporting provided to LST fortnightly. Discussed with CT/AP.

Ongoing support provided. If needed, further support is considered from other DOE/non-DOE resources.

Bullying Response Flowchart



Review dates

Last review date: June, 2024.

Next review date: June, 2025.