

## St George School Behaviour Support and Management Plan



St  
George  
SCHOOL

*Learning for life*

### Overview

St George School provides a safe, supportive and inclusive learning environment where all students are valued and respected and learning is personalised. St George School works in partnership with families to celebrate ability and to empower students to become learners who are confident, emotionally and socially secure and able to communicate and participate effectively in the community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

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

- Circles Program K-12
- PBL Tier 1
- Zones of Regulation Program

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 by the consistent modelling of positive behaviours to our students.

### Partnership with parents and carers

St George School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management strategies, by inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them from Me surveys, consulting with the P&C, by discussing behaviour support and management at the PLP meetings, working with external providers and as required.

St George School will communicate these expectations to parents/carers through the school website, newsletters, and our P&C meetings. Our school proactively builds collaborative

relationships with families and communities to create a shared understanding of how to support student learnings, safety and wellbeing.

### School-wide expectations and rules

Respectful	Safe	Learner
Listen to and follow instructions	Hands and feet to yourself	Ask for help
Use respectful language	Right place, right time	Work together
Share and take turns	Use equipment correctly	Be ready to learn
Respecting space/privacy	Personal space	Work together

### 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.

Our student voice is valued.

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:

Care Continuum	Strategy or Program	Details	Audience
Prevention	Modelling	<ul style="list-style-type: none"> <li>Stating and explicitly teaching classroom expectations</li> <li>Establishing predictable routines and procedures that are communicated clearly to students</li> <li>Encouraging expected behaviour with positive feedback and reinforcement</li> <li>Discouraging unsafe interactions</li> <li>Providing active supervision of students</li> <li>Maximising opportunities for active engagement with learning</li> </ul>	All staff

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> <li>Differentiating learning content and tasks to meet the needs of all students</li> </ul>	
Prevention	Circles program	<ul style="list-style-type: none"> <li>Visual program to help children with developmental disorders learn specific social skills such as personal space, social distancing and stranger danger</li> </ul>	Classroom teachers
Prevention	PBL Tier 1	<ul style="list-style-type: none"> <li>Positive behaviour strategies for all students to use</li> </ul>	Executive/classroom teachers/SLSOs
Early intervention	Zone of Regulations	<ul style="list-style-type: none"> <li>Students' emotions identified by classroom teachers are recorded and detailed with strategies that support them to remain regulated, that are easily accessible within the classroom to support all teaching staff in identifying and managing individual student behaviour</li> </ul>	Classroom teachers
Early intervention	Positive Behaviour Support Plan (PBSP)	<ul style="list-style-type: none"> <li>All students who have identifiable behaviours that can cause risk or harm to themselves or others, have an individualised PBSP written in consultation with families, that outlines their behaviours and identifiable triggers and the preventative strategies used to support the student, as well as what to do when behaviours escalate, and how to manage this</li> </ul>	Classroom teachers and parents, external service providers and allied health services
Individual intervention	Playground roster	<ul style="list-style-type: none"> <li>Rosters developed by executive, students requiring 1:1 support identified, placing staff in all areas of playground.</li> <li>Regular review</li> </ul>	Executive with feedback from teachers and SLSOs
Individual intervention	Individual Behaviour Support Planning	<ul style="list-style-type: none"> <li>Planning is done in collaboration with the student and their family with support from Team around a School where needed.</li> <li>This can include individual behaviour support and risk management plans.</li> <li>Continued communication with family and all stakeholders to revise and update</li> </ul>	Classroom teachers and parents, external service providers and allied health services

## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying.

**Identifying behaviour of concern:** 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.

St George School staff will identify inappropriate behaviour and behaviours of concern through a range of channels, for example:

- ongoing and targeted data collection
- directly observing a child or young person's behaviours, interactions, communications or changes to usual disposition
- concerns raised by a parent, community member or agency.

Whilst not a usual concern at St George School, it is important to note that students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their supervising Assistant Principal or school counselling service.

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

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct

### Preventing and responding to behaviours of concern

St George School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

- The use of verbal and non-verbal specific positive feedback is the most powerful way to:
- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease undesired behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or related visuals and/or supports so that the student can self-regulate. Consider environmental concerns and factors.	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, verbal/non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Principal/Classroom staff 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.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
Teacher contact through the parent phone calls home are used to communicate student behaviour and wellbeing.	Teacher contacts parents by phone or email when a range of strategies have not been successful. In some cases, individual planning and referrals may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the school counsellor, outside agencies or Team Around a School.

**Responses to serious behaviours of concern**

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or others impacted

- monitor the student
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)

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](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).
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### Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Regulation (Sensory) break</b>	Immediately as required and dependent on the student's ability to regulate and student safety	Classroom teacher/executive	Data collection (QR codes/video)  Individual student communication books
<b>Reflection conversation (problem-solving)</b> – What happened, what did you do? Then use a social story, teaching desired behaviour occurs in a follow up if appropriate)  Staff Debrief: what could you do instead next time.	For the length of the conversation	Classroom teacher/SLSO/executive	Documented in school record system - School Bytes
<b>External Service Providers</b>	As needed and ongoing	Executive and classroom teacher	Student data collection  Behaviour Plan developed  Recorded on School Bytes

Due to the nature of the school setting, St George School does not have detentions.

## **Review dates**

Last review date: 06/02/2025

Next review date: 1/12/2025