



Emmaville Central School Behaviour Support and Management Plan

Overview

Emmaville Central School is committed to explicitly teaching and modelling positive behaviour and to 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 environment.

Principles of positive behaviour support, trauma-informed practice, resilience, with social and emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses. Our inclusive practices and procedural fairness mean that all students are supported, and that no student experiences discrimination.

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

- Trauma Informed Practice
- The Resilience Project

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. Emmaville Central School rejects all forms of bullying behaviours, including cyberbullying, 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.

Partnership with parents and carers

At Emmaville Central School, we recognise that productive partnerships with parents and carers are fundamental to having a culture of positive behaviours. Emmaville Central School will consult with parents/carers in developing student behaviour management and antibullying strategies by inviting parent/carers and student feedback through formal and informal means, such as surveys, and consulting with the P & C and local AECG.

School-wide expectations and values

Emmaville Central School has the following school-wide expectations and values: be respectful, diligent and resilient learners.

Respectful	Diligent	Resilient
Be safe, kind and show empathy	Attend class, on time and ready to learn	Seek help and accept advice
Work co-operatively	Be hard working and engage in all learning	Overcome challenges
Value school property	Be aspirational and be your best	Be grateful

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 strategies in practices across the care continuum.

These strategies are built on a foundation of evidence-based practices that promote respect, diligence and resilience. These include:

- explicitly teaching classroom expectations
- having predictable routines and procedures that are communicated clearly
- acknowledging expected behaviour with positive feedback and reinforcement
- correcting inappropriate behaviour
- actively supervising students
- providing engaging lessons
- meeting the needs of all students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	Breakfast club provides access to a free healthy breakfast and builds strong student-teacher and student- student connections	Staff Students K to 12
	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year	Staff & students
	Communication with parents	To increase parent’s understanding of how our school addresses all forms of behaviour	Staff, students K to 12, families
	Transition preschool to school, step up days, Year 6 into 7, Year 10 into 11.	Focusing on safe and successful transitions at key stages	Pre-K to 12
	School Wellbeing Officer	Funded under the National Chaplaincy and Wellbeing officer program to support students	K to 12
	The Resilience Project	A small period in the day dedicated to student wellbeing using the tools provided from The Resilience Project	K to 12
	Classroom expectations and rules	Rules specific to teaching areas and clear classroom rules and expectations, that ensures productive, safe learning environments for all	K to 12
	Positive rewards	Merit awards, GEM awards and awards system to encourage positive behaviour	K to 12
Early intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	K to 12, families, staff
	Classroom management strategies	Classroom management strategies to redirect students to the learning and tasks required to be completed in the lesson. These include, but are not limited to: timeout cards, repeat of rules and expectations, visual reminders, learning intentions and success criteria, short instructions, incentives and tallies	All students, staff
<u>Individual Targeted intervention</u>	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support	All, AP LaST Assistant Principal

Care Continuum	Strategy or Program	Details	Audience
			Learning and Support Teacher LST- Learning Support Teacher
	Monitoring cards	For students who exhibit behaviours of concern	K to 12
	Parent support	Support with external agencies	WHIN- Wellbeing and Health In-Reach Nurse, AP LaST- LWO- Learning Wellbeing Officer HSLO- Home School Liaison Officer health providers Centacare
Targeted intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal, staff, K to 12, families
	Attendance support	The attendance committee regularly reviews attendance and sends out communications to parents. The principal will convene a planning meeting with students, families and HSLO to address barriers to improved attendance and set growth goals.	Individual students, principal, staff, HSLO
Individual intervention	<u>Individual Behaviour Support Planning</u>	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff AP LaST, AP, HT, LWO

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

When students exhibit respectful, diligent and resilient behaviour they are rewarded through the following initiatives:

- GEM points
- Merit cards
- Rewards levels
- Tiered attendance awards

Emmaville Central 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 their year advisor or school counselling service.

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.

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

- at school
- on the way to and from school (including bus travel)
- 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, where there is a clear and close connection between the school and students' conduct.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on our 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

Students will be asked to leave the playground during either recess or lunch for students to have some reflection upon events during the day. Students must be allowed to have time to have food, and toilet breaks. The maximum length of time that can be taken from their meal break is half of the session. The age/developmental level of the student must be considered for these practices.

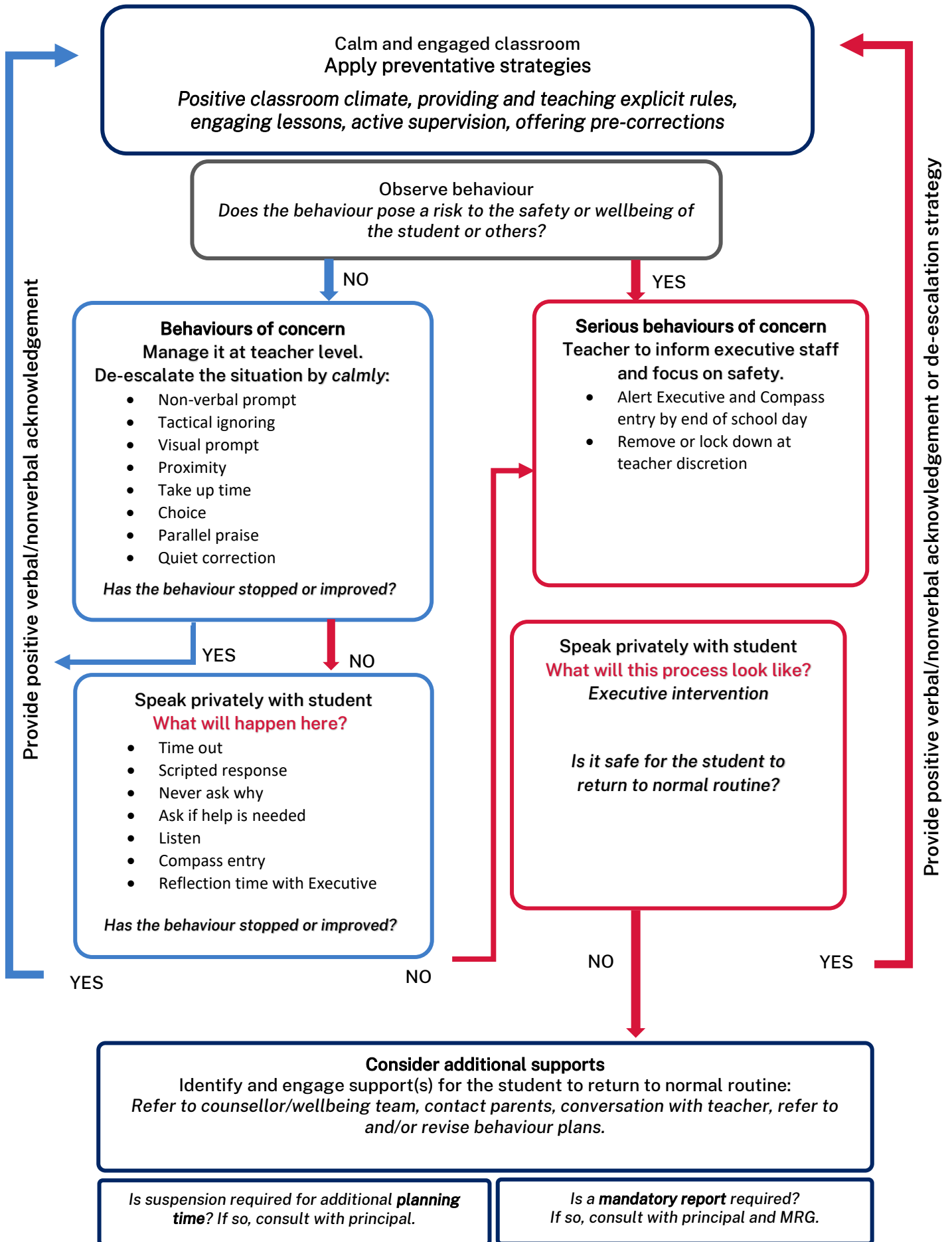
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternative break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School executive	Behaviour / wellbeing ITD system
Restorative practice – restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor Executive Principal	Behaviour / wellbeing ITD system wellbeing module
Time out strategies - individually designed to meet student needs to restore correct behaviour and to develop strategies	Teacher directed Student directed	Executive Principal	Behaviour / wellbeing ITD system wellbeing module

Review dates

Last review date: 29th January 2025: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

