

NSW Department of Education

North East Public School of Distance Education Behaviour Support and Management Plan



Overview

North East Public School of Distance Education 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 society. 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 and inclusive learning community.

Principles of positive behaviour support, tier response interventions, inclusive practice and social emotional learning underpin our daily practice and communication with students and parents / carers. 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:

- Focus on growth mindset and select learner dispositions of; patient and persistent, ubiquitous, open minded, reflective, risk taker, flexible, resourceful. These dispositions are explicitly addressed and embedded within individual learning designs as well as whole school communications and events.
- High quality personalised learning design that addresses individual learning needs of all students. individual academic and social emotional contextual need are supported through targeted learning adjustments.
- Class based systems of expectations and positive reinforcement. These include merit awards, house points via our whole school House Cup Challenges, and Principal Awards, and consistent connection and communications with the parents / carers.
- Virtual Playground program and weekly Assembly opportunities.

North East Public School of Distance Education 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 effective communication and applying evidence-based approaches and strategies that promote a positive and inclusive learning environment 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 and the school structures and strategies align with the NSW Department of Education [whole school approach to bullying](#).

Partnership with parents and carers

Parents and carers play an important role in the school community. The [School Community Charter](#) informs parents and carers on how to engage with NSW public schools.

North East Public School of Distance Education collaborates and partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies by ensuring community and student engagement proactively builds collaborative relationships to create a partnership in supporting student learning, safety and wellbeing. These expectations are communicated to our school parent / carer community by:

- Inviting parent/carer and student feedback through regular formal and informal class-based communication strategies
- Communicating behaviour and wellbeing expectations and supports through whole school platforms such as our Parent App, Facebook Page, School Website, Muster Day opportunities and newsletters.

North East Public School of Distance Education works to create positive environments for students, staff and the entire school community that support student learning and establish a sense of belonging. We strive to ensure that every student is known, valued and cared for.



Image from Education NSW School Community Charter

School-wide expectations and rules

North East Public School of Distance Education has the following school-wide rules and expectations:

To be **safe, respectful** and **connected learners** our students will:

Safe	Respectful	Connected	Learner
Listen to and follow instructions	Use appropriate communication tools and language	Stay connected with my school	Have a voice in my learning
Be aware and stay safe in my physical learning environment	Interact with others in a positive way	Share feedback with my teacher about my learning	Engage with my learning in a positive way
Be aware and stay safe in my online learning environment	Cooperate and work with my learning team	Use equipment correctly	Be organised and ready to learn

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.

North East Public School of Distance Education takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

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 responds to behaviours of concern, including bullying and cyberbullying 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:

- establishing and maintaining a connection between the student, teacher and parents / carers
- encouraging and maintaining a sense of belonging within our school community
- 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 in partnership with the nominated distance education Supervisor/s
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons, embedding options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Virtual Playground	Weekly opportunities for all students to connect and engage with peers through guided activities - building strong student-teacher connections.	Staff, students K - 6
Prevention	National Week of Action Against Bullying and Violence	Our school participates in the annual National Week of Action against Bullying and Violence - in August each year.	Staff & students
Prevention/ Early intervention	Field Visits and Muster Days	Field visits are provided where appropriate for teachers to connect and support students and parents / caregivers. Muster Days and our school band program, provide opportunities to connect with students and parents / carers, building strong student-teacher connections.	Students K-6
Prevention/ Early intervention	Classroom management	Communication with parents / carers. Explicit teaching and modelling of specific skills including behaviour expectations and social skills	Students K-6
Targeted / individual intervention	Classroom management	Communication with parent/carer and, where relevant, modified individual expectations and goals within (strengths based) personalised T&L design and PLPs	Students K-6
Prevention / Early intervention / Targeted / Individual	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.	All students, individual students K - 6, families, staff
Targeted intervention	Engagement / participation support	The principal (or delegate) will convene a planning meeting with students, families, teachers and relevant external supports and personnel, to address barriers to improved attendance and set strengths-based improvement goals.	Individual students, principal
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal, DP, individual students K - 6, families

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from the Local Delivery Support Team where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

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.

North East Public School of Distance Education staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a child or young person'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 / carer, educational setting, community member or agency.

Students or parents / carers 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 settings, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their Learning and Support Team or school counselling service.

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

- whilst engaging with school during teaching and learning time for the student context
- outside the expected teaching and learning time for the student context
- whilst engaging in school-endorsed activities that are off-site such as field visits, Muster Days, and Band workshops
- outside school hours and off the school site 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

North East Public School of Distance Education 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 unexpected behaviour of concern 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 student learning contexts
- 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.
<p>1. 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.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or personalised supports so that the student can self-regulate.</p>	<p>1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</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. Principal/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.</p> <p>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:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded in the teacher's shared data tracking 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 learning context behaviour expectation before a low-level consequence is applied.</p>	<p>3. Principal collects information and reviews the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised data system and contact parent/carer by email or phone. Principal may consider further action/s.</p>
<p>4. Social-emotional learning programs / focus areas and explicit strategies are included as appropriate in the individual learning design related to the student context.</p>	<p>4. Teacher records on the centralised data tracking system by the end of the school day. Monitor and inform the Learning and Support Team (LST) and parents / carers if repeated.</p>	<p>4. Refer to the school's Learning and Support Team or Counsellor considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent app, phone calls, emails, and online messaging / meetings are used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents using the relevant communication platform when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies, local educational setting, or the Delivery Support Team.</p>

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the school’s data record keeping system/s. 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 (noted below)
- liaise with the relevant Delivery Support Team, external agency, and / or local mainstream school setting for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal follow up and appropriate sanctions

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](#).

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 practices

Toilet and food breaks are always included when withdrawal from free choice play is planned as a response to behaviour – related to onsite / face to face opportunities in our school context.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time / asynchronous, synchronous, and face to face as required	Teacher/ executive staff, principal	Documented in school data tracking system

Review dates

Last review date: 04/02/2025

Next review date: Day 1, Term 1, 2026