

Overview

Sutton Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our school community works together to maintain a culture of high expectations to ensure;

- students have positive and respectful relationships with each other, their teachers and the community.
- students are self-aware and regulate their own emotions and behaviours, developing and maintaining positive relationships and engaging in pro-social behaviour.
- staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- students are inspired to participate in school life and society as positive and responsible citizens who engage in ethical decision making.

Our school approach is underpinned by restorative practice, explicitly and continually teaching expected behaviour to improve student wellbeing, connectedness to school and engagement in academic learning, aligned to the school's excellence plan. Our vision is that all behaviour is viewed as a learning opportunity that may at times require reteaching, with the engagement of students and their families.

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.

A proactive approach to prevention and response to behaviour is evident. Aligned with the [Care Continuum](#), a whole school approach is embedded in evidence-informed practices in every classroom, providing inclusion in education for all students.

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

[NSW DoE PDHPE Syllabus](#)

[The Resilience Project](#)

[B Kinder](#)

[Worry woos](#)

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

Sutton 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 and are committed to maintaining evidence based approaches and strategies.

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.

Sutton Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying 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 AECG
- regular communication with students and community through reflection sheets, phone calls and meetings as required
- using concerns raised through complaints procedures to review school systems, data and practices.

Sutton 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

Sutton Public School has the following school-wide rules and expectations aligned to the [NSW Behaviour Code for Students](#). These rules and expectations below acknowledge the previous school values of honesty, respect, integrity, courage, friendship, caring, responsibility and loyalty.

| Respectful | Safe | Engaged |
|--|---|--------------------------------------|
| Act and speak in kind ways | Be in the right place at the right time | Actively participate in learning |
| Value differences | Hands and feet to self | Cooperate with others |
| Respect all property and the environment | Follow instructions | Respect the learning needs of others |
| Care for self and others | Report problems | Ask for help |

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, 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 and reinforcing 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
- actively encouraging student voice
- evidence-based classroom management
- whole school expectations
- whole school positive acknowledgement of behaviour
- explicit teaching of social and emotional learning (SEL) skills.

Our strong focus on preventative practices creates a safe and supportive learning environment in which behaviours of concern, including bullying, are less likely to occur.

| Care Continuum | Strategy or Program | Details | Audience |
|----------------|--|--|---------------------|
| Prevention | The Resilience Project | The Resilience Project delivers emotionally engaging programs and provides evidence-based and practical wellbeing strategies to build resilience. | Students |
| Prevention | The Worry Woos Developing Emotional Intelligence (DEI) Program | The Worry Woos program has a strong emphasis on belonging and inclusion, encouraging the children to accept and value themselves and their peers for who they are. | Students Parents |
| Prevention | Professional Learning | Ongoing professional learning for all staff around a range of topics to build knowledge and understanding of proactive and preventative measures for wellbeing. | Staff |

| Care Continuum | Strategy or Program | Details | Audience |
|--------------------|--------------------------------|---|----------------------------------|
| Prevention | Kindergarten Buddy system | Buddy program for Kindergarten students implemented as part of transition, and continues for their first two years of schooling. | Students |
| Prevention | Playground Supports | A range of playground structures are available for students including the library for quiet games, sports shed and a variety of clubs. | Students |
| Prevention | Attendance Strategy | Preventative supports in place to maximise student attendance including weekly attendance checks. The attendance team (LaST) analyse attendance data and follow up as required to support student attendance. | Students Staff Parents |
| Prevention | Social and Emotional Learning | Explicit teaching of expected behaviours, social skills, emotional regulation and executive functioning are taught and reinforced. | Students |
| Prevention | Effective Classroom Management | Preventative strategies are proactive and encourage students to be on-task, motivated to learn, and pro-social. Responsive strategies provide corrective responses to inappropriate behaviours and support students to re-engage in learning. | Students |
| Prevention | Classroom Environment | All classrooms are established to meet the needs of their learners through evidence based practices which could include flexible furniture, sensory supports, brain breaks. The flow, lighting and sound within the room is considered. | Students |
| Early Intervention | Got It! program | Getting on Track in Time (Got It!) is a school based early intervention program for children in Kindergarten to Year 3 provided by allied health staff in partnership with schools. The program is aimed at building resilience and enhancing social and emotional skills in your children with support from parents/carers and teaching staff. | Individual students and families |
| Early Intervention | Macqlit | Macqlit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components | Individual Years 3-6 students |

| Care Continuum | Strategy or Program | Details | Audience |
|---|--|---|------------------------------|
| | | necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. | |
| Prevention | Daily Check In | Students check in daily with their classroom teachers using a class system. Teachers monitor patterns of emotions and provide aligned support. | Students |
| Prevention | <u>Child protection</u> | Teaching child protection education is a mandatory part of the syllabus. | Students |
| Prevention | 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 | Students Staff |
| Prevention / Early Intervention / Targeted / Individual | Australian eSafety Commissioner <u>Toolkit for Schools</u> 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. | Students Staff Parents |
| Prevention / Early Intervention / Targeted / Individual | Learning and Support | The LaST works with teachers, students and families to support students who require personalised learning and support. | Students Staff Parents |
| Targeted intervention | Allied Health | Teaching staff will collaborate with Allied Health providers to identify learning adjustments, equipment and strategies which are appropriate and effective for students as required. | Students Parents Staff |
| Individual intervention | School Counsellor | School Counsellor can support individualised intervention with a teacher and parent/carer referral. | Students Staff Parents |
| Individual intervention | Individual Support Plan | Individual plans are established and monitored in consultation with students, families, teachers and specialist staff as required. These plans are reviewed as needed, aligned with school guidelines. | Students Staff Parents |

| Care Continuum | Strategy or Program | Details | Audience |
|-------------------------|-----------------------------|---|------------------------------|
| Individual intervention | Integration Funding Support | Integration Funding Support is additional funding for extra support which can be accessed as needed linked to specific criteria. This support provides essential adjustments to support students in accessing learning. | Staff Parents |
| Individual intervention | Home School Liaison Officer | Targeted support is provided for families whose children are at risk of low attendance. They work together with the school and family to implement attendance plans. | Students Staff Parents |

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 managed by executive staff. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Age appropriate behaviours are outlined in the ACARA Personal and Social Capability Continuum.

Our social and emotional teaching practices 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. 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.

Sutton 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 Sentral system. These include:

| 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 ● 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 the teacher ● reflection and restorative practices ● communication with parent / carer |

Sutton Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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.

Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on a behaviour/wellbeing centralised recording system. These may include:

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

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](#).

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

- at 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.

Reflection and restorative practices

Restorative Practice is a pro-social approach to resolving conflict. Restorative Practice is a positive approach that works with students, rather than doing things to them or for them. It recognises that conflict is an inevitable part of life. How we work to resolve conflict impacts on a school's climate and culture and ultimately on students' social and academic outcomes.

A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility. Restorative dialogues can provide important 'teachable moments' and opportunities to understand the impact of behaviour of self and others.

Restorative Practice is a teaching and learning approach that promotes self regulation and 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 as a result of their actions.

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.

Restorative Practice is more than a series of questions. It is a non-punitive approach which accepts that we all make mistakes and have the ability to 'fix' the problem together and learn from our experiences.








Restorative Practice is inclusive and concerned with maintaining and building connectedness between students, parents, teachers and the community.

Based on restorative questioning, low level restorative conversations and higher level reflections guided by the use of a reflection sheet are used to respond to behaviour at all levels.

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|--|--|--|---------------------------------------|
| Reflective Practice - Low level restorative conversation (Low level behaviours) | After an incident Shortest possible time | Students Teachers | Sentral School reflection template |
| Reflective Practice - Low level restorative conversation (Mid, High, Extreme level behaviours) | After an incident Shortest possible time | Students Teachers Assistant Principal/ Principal (extreme level behaviours) | Sentral School reflection template |
| Restorative Action | After an incident Time frame agreed upon with students and aligned with the incident | Students Teachers SLSOs (as required) Assistant Principal/ Principal (as required) | Sentral School reflection template |
| Teacher directed time out to a peer classroom or alternate learning space | Planned as part of student support plan After an incident where this is deemed the safest and most effective approach to support all students involved In response to mid - high level behaviour Shortest possible time | Teacher | Sentral |
| 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 | Next break - specified timeframe (1-5 days before first reflection) | Students SLSOs Teachers Assistant Principal / Principal | Sentral |

Bullying Response Flowchart

The following flowchart explains the actions Sutton 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.

| | |
|--|--|
| First Hour: Listen  | <ul style="list-style-type: none"> · Provide a safe, quiet space to talk and reassure the student that you will listen to them · Let them share their experience and feelings without interruption · As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours |
| Day 1: Document  | <ul style="list-style-type: none"> · Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots) · Write a record of your communication with the student and check with the student to ensure you have the facts correct · Enter the record in behaviour/wellbeing on Sentral · Notify school executive of incident if required in line with behaviour management flowchart · Notify parents/carers that the issue of concern is being investigated |
| Day 2: Collect  | <ul style="list-style-type: none"> · Gather additional information from other students, staff or family · Review any previous reports or records for students involved · Make sure you can answer who, what, where, when and how · Clarify information with student and check on their wellbeing |
| Day 3: Discuss  | <ul style="list-style-type: none"> · Evaluate the information to determine if it meets the definition of bullying · Make a time to meet with the student to discuss next steps · Ask the student what they believe will help address the situation · Engage the student as part of the solution · Provide the student and parent/carer with information about student support network · Agree to a plan of action and timeline for the student, parent/carer and yourself |
| Day 4: Implement  | <ul style="list-style-type: none"> · Document the plan of action in behaviour/wellbeing on Sentral · Complete all actions agreed with student and parent within agreed timeframes · Monitor student and check in regularly on their wellbeing · Seek assistance from student support network if needed |
| Day 5: Review  | <ul style="list-style-type: none"> · Meet with the student to review situation · Discuss what has changed, improved or worsened · Explore other options for strengthening student wellbeing or safety · Report back to parent/carer · Record outcomes in behaviour/wellbeing on Sentral |
| Ongoing Follow Up  | <ul style="list-style-type: none"> · Continue to check in with student on regular basis until concerns have been mitigated · Record notes of follow-up meetings in behaviour/wellbeing on Sentral · Refer matter to the Queanbeyan Learning and Support Team within 48 hours if the situation is not resolved · Look for opportunities to improve school wellbeing for all students |

The purpose of this operational document is to outline school processes and practices that reflect the strategic, integrated whole-school behaviour management approach utilised at Sutton Public School. This is aligned with the Student Behaviour policy, Behaviour Code for Students and the School Community Charter. This plan will be reviewed annually in line with school practices and uploaded to the school's website for the start of the following school year.

Last review date: 31 January 2025 (Day 1, Term 1, 2025)

Next review date: 27 January 2026 (Day 1, Term 1, 2025)