

NSW Department of Education

School Behaviour Support and Management Plan

Como Public School

Overview

Como Public School is a small, vibrant school nestled on the banks of the Georges River in Sydney's south. Renowned for its warm and welcoming atmosphere, the school prides itself on fostering strong, lasting partnerships with parents and the wider community. These connections underpin its commitment to a culture of high expectations and inclusive education, where every student is encouraged to thrive.

With a strong academic focus, Como Public School leverages quality teaching strategies to meet the diverse needs of its students. Differentiated programs are designed to cultivate critical thinking, problem-solving, communication, collaboration, and technological skills, ensuring each child reaches their full potential – academically, socially, and emotionally.

As a Positive Behaviour for Learning (PBL) school, Como Public School prioritises a safe, respectful learning environment. Its evidence-based approach to student wellbeing promotes a positive school culture deeply centred on learning, where students are guided to be safe, respectful, and engaged learners.

Como Public 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 proactive 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 school environments. School staff actively respond to and address student bullying behaviour.

Partnership with parents and carers

Como Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying 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 and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices

Como Public School will communicate these expectations to parents/carers through the school newsletter, website, the official Como Public School Facebook page, School Bytes, P&C meetings and through parent information sessions delivered face to face or online. 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

Como Public School has the following school-wide rules and expectations:
To be safe, respectful learners.

Safe	Respectful	Learner
Learning Spaces		
<p>Line up behind the red line at the classrooms. Use personal and school equipment safely. Keep our hands, feet, and other objects to ourselves. Move around learning spaces sensibly. Use the internet and intranet appropriately.</p>	<p>Listen to and follow teacher instructions. Use polite language and good manners. Follow the learning space expectations. Show respect for the rights and feelings of others. Sit down and eat your food. Respect our school environment and put your rubbish in the bins. Look after school property and property belonging to others. Share equipment and space. Take pride in our school.</p>	<p>Be a problem solver. Complete work to the best of your ability. Take responsibility for the impact of your actions.</p>
Toilets		
<p>Walk to and from the toilet. Leave all food outside. Always wash your hands. Use toilets, sinks and bubblers appropriately. Leave the toilets promptly.</p>	<p>Use polite language. Have one person per cubicle. Respect the privacy of others. Flush the toilet. Be water wise. Keep the toilets clean and tidy.</p>	<p>Use toilet paper, soap and water sensibly. Preferably use the toilets during break times.</p>
Library		
<p>Walk in the library at all times. Move safely and sensibly. Keep hands, feet and other objects to ourselves.</p>	<p>Be respectful of others. Use polite language. Use a quiet voice in the library. Raise your hand and wait your turn to speak. Carefully put library resources where they belong. Respect books and school property.</p>	<p>Bring your library bag to every lesson. Complete assigned work to the best of your ability. Follow teacher instructions at all times.</p>
Playground		
<p>Wear a hat or sit in the shade. Sit safely on the silver seats. Play safely in the right place at the right time. Participate in approved games. Use personal and school equipment safely. Keep our hands, feet and other objects to ourselves. Ask the teacher to use the play equipment. Leave the playground and return to the silver seats promptly at bell times. Line up behind the red line at the classrooms.</p>	<p>Sit down and eat your food. Respect our school environment and put your rubbish in the bins. Look after school property and property belonging to others. Share equipment and space. Play cooperatively and fairly. Listen to and follow teacher instructions. Use polite language. When the canteen is operating, use good manners, line up sensibly behind the red line and wait patiently.</p>	<p>Learn and accept the rules of the game. Be a problem solver.</p>
Special Events and Assemblies		
	<p>Applaud others appropriately in assembly. Stand still on stage and act sensibly. Sit on the floor silently with your class and listen attentively. Stand still and sing during the National Anthem.</p>	

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 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:

- 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 students.

Care Continuum	Strategy or Program	Details	Audience
All	Positive Behaviour for Learning Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. The eSafety toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Whole School
Prevention	Classroom management Student leadership Student representative council Explicit teaching of PBL values and expectations	Whole school PBL scope and sequence followed throughout the year. School leaders role play PBL values weekly at whole school assembly. Weekly PBL focus shared with wider school community via 'What's on' post. PBL language consistently used on the playground and in the classroom.	Whole School

Care Continuum	Strategy or Program	Details	Audience
	<p>PBL focus each week</p> <p>Consistency in routines in the classroom</p> <p>Open communication with parents surrounding school expectations</p> <p>Parent involvement</p> <p>Differentiated teaching and learning programs to suit the needs of all students</p>	<p>Strong communication between school and parents/carers. This communication is through newsletters, School Bytes, school website, official Facebook page, parent information sessions and P&C meetings.</p> <p>Teaching programs updated regularly to include differentiation. Meetings with school principal to check programs.</p>	
Early intervention	<p>Classroom management</p> <p>Increased communication between parents and school</p> <p>Social stories</p> <p>Explicit teaching of specific behaviour expectations</p> <p>Curriculum links</p> <p>Self-regulation strategies</p> <p>Resilience programs and support</p> <p>SLSO staff support and promote positive social interactions</p>	<p>PBL minor behaviour response using Como Public School's Behaviour Management Flowchart.</p> <p>Teachers/SLSO's to create social stories for students with a focus on the specific social skills and expectations that students require support with.</p> <p>Referral to learning and support team.</p> <p>SLSO to provide support on the playground and in the classroom (where possible).</p>	Whole School
Targeted intervention	<p>Classroom management</p> <p>Learning and Support</p> <p>Explicit teaching of specific behaviour expectations</p> <p>SLSO staff support and promote positive social interactions with individual students</p> <p>Playground programs</p>	<p>PBL major behaviour response using Como Public School's Behaviour Management Flowchart.</p> <p>Consistent communication with parent/carers of students requiring targeted intervention.</p> <p>Learning and support team to support teachers and students using resources available to help any student experiencing difficulties in their learning. This includes students with:</p> <ul style="list-style-type: none"> - High Potential, Giftedness - Learning difficulties - Behaviour needs 	Whole School

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> - Social and emotional needs - Students with a disability diagnosis - External therapies working onsite - Welfare - Attendance concerns - EAL/D students <p>Programs provided by staff and school leaders that students can engage with during lunch and recess.</p>	
Individual intervention	<p>Classroom management</p> <p>Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development</p> <p>Playground programs</p> <p>Teacher to create the following plans as needed to support individual students at Como Public School:</p> <ul style="list-style-type: none"> - Behaviour Support Plan (BSP) - Individualised Learning Plan (ILP) - Risk Management Plan (RMP) 	<p>Communication with parent/carer, and where relevant, the use of communication books.</p> <p>Sensory assessment and support.</p> <p>Learning and support team to provide consistent strategies and adjustment outlined within BSP, ILP or RMP's.</p> <p>Support from stakeholders such as Delivery Support team members, Out of Home Care Teachers, Aboriginal School Liaison Officer, Aboriginal Community Liaison Officer, Home School Liaison Officer, Assistant Principal Learning and Support, Behaviour Specialists, Networked Specialist Facilitator, or those involved in individual case management.</p>	Individual students, families, 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.

Como 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 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, 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 relevant staff 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
- when using social media, mobile devices and/or other technology involving another student or staff member

Preventing and responding to behaviours of concern

Como Public 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, ensuring 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

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.	Refer to school-wide expectations and PBL matrix.	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.

Students are acknowledged for meeting school-wide expectations and rules.		
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, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Principal/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: <ul style="list-style-type: none"> • 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.
Tangible reinforcers include those that are: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	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 a low-level consequence is applied.	Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contacts parents/carers by phone, email or face-to-face to communicate student effort to meet expectations.	Teacher contacts parents/carers by phone, email or face-to-face when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, 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 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 (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](#) 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](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Minor behaviour response procedures:</p> <ol style="list-style-type: none"> 1. Verbal warning - opportunity to reteach the expectation that should be followed 2. In the classroom - name on board, if incorrect behaviour continues then, step 3. In the playground if the behaviour continues then the student walks with the teacher on duty. Then step 4. 3. Time out in buddy classroom - (removal from class) 4. "ORANGE" card is issued and an entry is recorded on the school's behaviour monitoring data base. The student will then spend half of their lunchtime in "Reflection" in the office. <p>"ORANGE" cards are there to remind students of the consequences of their behaviour. If a student receives 3 'ORANGE' cards during a term, parents are notified by the welfare coordinator or principal. A 4th orange card during a term will result in a red card being issued.</p> <p>Reflection (thinking time):</p> <p>Students are given this time when they have had several expectation reminders and yet, they have chosen to continue the negative behaviour. Students must think and write or verbally respond to:</p> <ul style="list-style-type: none"> * What happened? * Who has been affected? * How can we involve everyone who has been affected in finding a way forward? 	<p>ASAP</p> <p>5-10 mins</p> <p>Teacher discretion</p> <p>20 mins</p> <p>ASAP</p> <p>20 mins</p>	<p>Teaching staff and executive</p>	<p>Through Sentral.</p> <p>Orange cards and reflection sheets are uploaded to Sentral wellbeing system.</p>

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>* How can I do things differently in the future?</p> <p>Reflection sheets are collated by the school welfare coordinator for future monitoring and uploaded to Sentral wellbeing system.</p>			
<p>Major behaviour response procedures:</p> <p>The student is automatically given a “RED” card, an entry is recorded on the school’s behaviour monitoring data base and parents/carers are called by the school executive. If a student receives 3 ‘RED” cards during a term, parents/carers are requested to meet with the principal and the student will be issued with a warning of suspension letter or immediate suspension, depending on the circumstances.</p> <p>Removal from class:</p> <p>When faced with aggressive, dangerous, tantrum or any behaviour that continues to disrupt learning within the group, the teacher may need to remove a student from the class to the principal or another teacher.</p> <p>Behaviour contract:</p> <p>Involving principal, parents/carers and class teacher. This contract indicates that there is a serious problem with the child’s playground or classroom behaviour. A daily monitoring card will provide communication between home and school.</p> <p>PBL rewards:</p> <p>Receiving a red card during a term will result in the student missing the next scheduled PBL reward.</p>	<p>ASAP</p> <p>ASAP and until safety is restored</p> <p>ASAP</p>	<p>Executive and Principal</p>	<p>Through Sentral. Red cards and reflection sheets are uploaded to Sentral wellbeing system.</p>

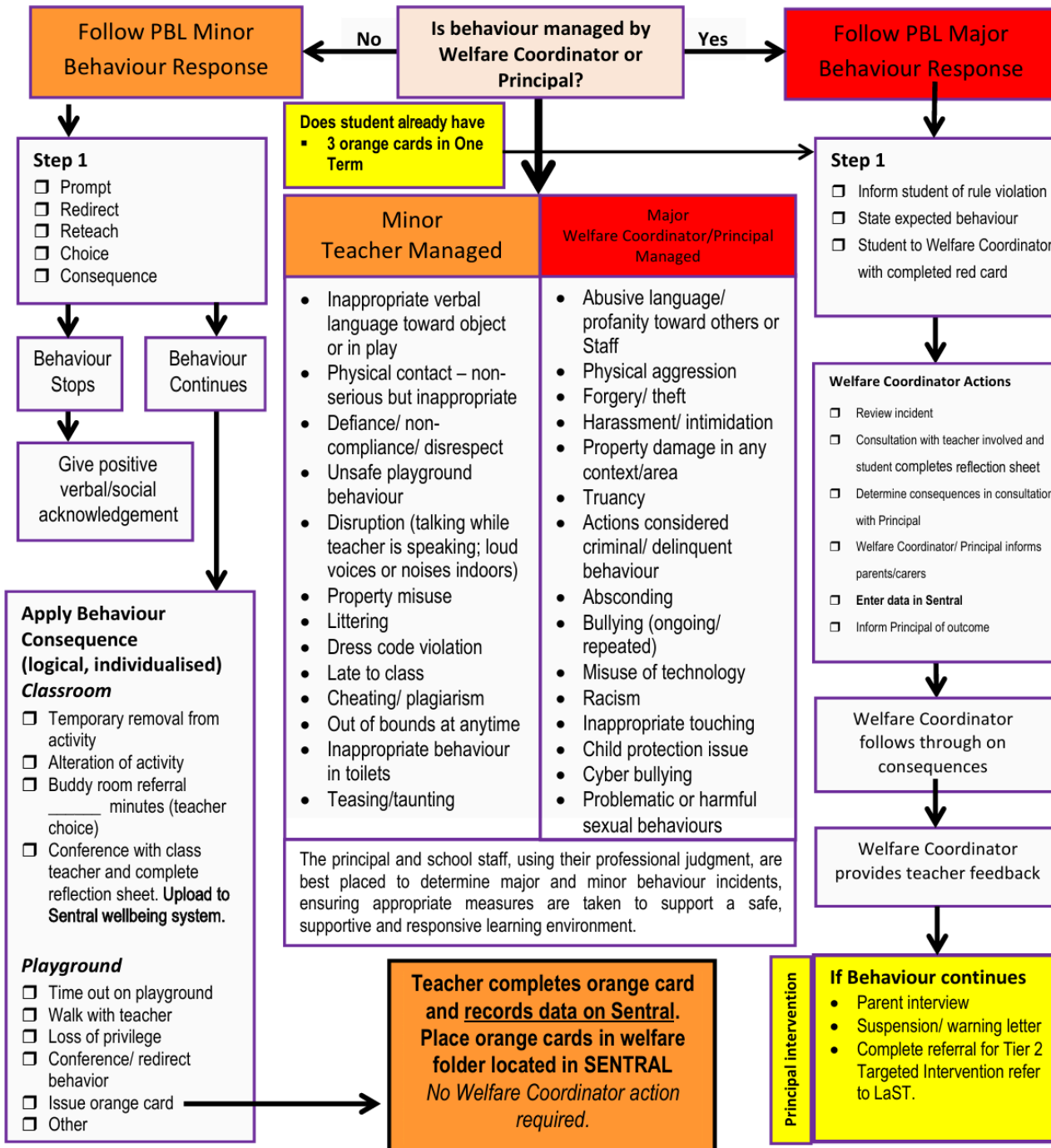
Review dates

Last review date: 25 November 2024

Next review date: 1 December 2025

Appendix 1: Behaviour management flowchart

Student Behaviour Management Flowchart



**Response to ALL student misbehaviour is:
Calm Consistent Brief Immediate Respectful Private**

Appendix 2: Bullying Response Flowchart

