



## Overview

At Yenda Public School, we empower learners by fostering a strong sense of belonging and engagement, working in partnership within and beyond our school community in a collaborative, strategic, and accountable way. We inspire the development of resilient, confident, and innovative individuals, nurturing an environment where creativity, critical thinking, and resourcefulness thrive, and where every student feels valued and connected. Our School Behaviour Support and Management Plan aligns with our YPS Wellbeing Policy.

Yenda 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.

## Partnership with parents and carers

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. The school will partner with parents/carers in establishing expectations and developing and implementing student behaviour management strategies by;

- Reviewing our whole School Behaviour Support and Management Plan each year in consultation with the broader school community.
- Seeking feedback from parents and students through formal and informal means such as as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG.

Yenda Public School will communicate these expectations to parents/carers by presenting our plan at P&C meetings, publishing details of our plan on our school website and in the Yenda Agenda newsletter.

## School-wide expectations and rules

Yenda Public School is guided by our core values to support and encourage positive behaviour. The core values that support the wellbeing of all students are:

- Respectful
- Responsible
- Resilient

All staff model these values in all interactions with colleagues, students, parents and community members. Teachers explicitly teach the core values and expectations throughout the school year. Executive staff reinforce these values when supporting students to demonstrate positive behaviour.

Respectful	Responsible	Resilient
Respect	Honesty	Perseverance
Cooperation	Inclusion	Adaptability
Kindness	Integrity	Determination
Understanding	Responsibility	Courage

## 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](#).

Our school works in partnership with our community to provide a continuum of behaviour support that responds to a range of student needs. Key policies and programs prioritised and valued by the school community are;

- positive, inclusive, respectful and safe practices for supporting positive student behaviour in accordance with the following policy documents - Student Behaviour Policy, Inclusive Education for Students with Disability Policy, Policy for the Elimination of Restrictive practices, School Community Charter.
- universal, preventative, proactive and protective behaviour strategies and programs that help support positive behaviour for all students.
- targeted and early intervention programs to identify and support students who are at risk.
- immediate response strategies and programs for individual students demonstrating complex and challenging behaviour.
- complex Case Management for individual students

## Whole school approach across the care continuum

Yenda Public School uses the concept of a care continuum to underpin our whole school approach to behaviour support and management. The care continuum has a prevention-focused approach and helps to address the full spectrum of student needs including:

- prevention
- early intervention
- targeted intervention
- individual intervention

Care Continuum	Strategy or Program	Details	Audience
Prevention	Build and maintain an inclusive and supportive school culture.	<ul style="list-style-type: none"> <li>• The school community embraces all learners, has respect for, and values diversity and inclusion by recognising and celebrating <a href="#">Harmony Day</a>, <a href="#">NAIDOC week</a>, <a href="#">National Day of Action (NDA)</a> against</li> </ul>	School Community

Care Continuum	Strategy or Program	Details	Audience
		<p>bullying and violence, cultural inclusion and <a href="#">safer internet day</a>.</p> <ul style="list-style-type: none"> <li>Regular information is provided to the whole school community to promote inclusion and positive behaviour via Newsletter and Facebook</li> <li>Whole school community voice and feedback is captured in wellbeing feedback and data collection.</li> </ul>	
<b>Prevention</b>	Provide clear, consistent and well communicated expectations for behaviour in all classrooms and around the school.	<p>Teachers communicate and teach expectations for behaviour by;</p> <ul style="list-style-type: none"> <li>Implementing, reviewing and adjusting classroom behaviour support management plans as required to support positive behaviour, student engagement and success. <a href="#">{see appendix 1}</a></li> <li>building relationships with students</li> <li>establishing and displaying the class expectations for students to follow</li> <li>explicitly teaching students to follow classroom expectations and behave responsibly</li> <li>explicitly teaching students behaviour expectations in the playground</li> <li><a href="#">embed playgrounds rules {see appendix 2}</a></li> <li>providing consistent recognition of positive behaviour using verbal and non-verbal methods</li> <li>being an assertive, calm, consistent and caring presence for students in their classroom</li> <li>seeking support from their Assistant Principal and parents when required</li> <li>utilising appropriate and agreed discipline practices when issues or conflict arises</li> <li>publishing their behaviour support plans in their classroom newsletter.</li> </ul>	Students K-6
<b>Prevention</b>	Explicitly teach whole school values and expectations program.	<ul style="list-style-type: none"> <li>Teachers explicitly teach desired student behaviours following our weekly values and expectations program. The principal communicates our values and expectations program to the whole school in the school newsletter and through others school communication channels.</li> </ul> <p><a href="#">Embed Values and Expectations for Learning {appendix 3}</a></p>	Whole School Community

Care Continuum	Strategy or Program	Details	Audience
Prevention	Whole school awards system.	<ul style="list-style-type: none"> <li>Our school award system acknowledges student achievement, work habits, behaviour, citizenship and proactive examples of our school values (Respectful, Responsible and Resilient). Awards are presented every 5 weeks at the whole school K-6 assembly.</li> </ul> <p><b><u>EMBED WELLBEING POLICY</u></b></p>	
Prevention	<a href="#">Child Protection</a>	<ul style="list-style-type: none"> <li>Teaching child protection education is a mandatory part of the syllabus.</li> </ul>	Students K-6
Prevention	<a href="#">Anti-Bullying</a>	<ul style="list-style-type: none"> <li>Curriculum programs in Personal Development address issues such as bullying and appropriate and positive use of social media.</li> <li>Teachers plan and implement anti bullying units of learning as part of their PD/H/PE program.</li> <li>Incursions - Eg Police Youth Liaison visits to discuss appropriate use of social media with senior students.</li> </ul>	Students K-6
Prevention	Student Voice	<ul style="list-style-type: none"> <li>The Student Representative Council (SRC) is elected by students each year. The SRC empowers students to express their opinions, develops leadership skills, promotes school spirit and build positive relationships, responds proactively to student concerns and needs and facilitates positive change in our school and the wider community.</li> </ul>	Students 1-6
Prevention/Early Intervention	Staff Professional Learning	<ul style="list-style-type: none"> <li>Verbal Interventions Training provided to all staff in Term 3 2023. This learning provides the fundamentals to help teachers and support staff establish positive classroom environments, active engagement and positive and supportive responses to student behaviour.</li> <li>Behaviour Support Professional Learning led by Team Around the School in Term 2 2024 for teachers and SLSOs</li> <li>Targeted PL provided by Team Around the School to provide Training in <a href="#">Functional Behaviour Assessment</a> for teachers and SLSOs to support the identification of the function or purpose of student behaviours.</li> </ul>	Staff

Care Continuum	Strategy or Program	Details	Audience
Prevention/Early Intervention	Supporting Positive Behaviour Classroom Checklist	<ul style="list-style-type: none"> <li>The schools <a href="#">Supporting Positive Behaviour Classroom Checklist (Appendix 4)</a> provides teachers and assistant principals with a guide to appropriately managing challenging classroom behaviour and intervening early to support positive behaviour.</li> </ul>	Classroom teachers and AP
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	<p>Curriculum programs in Personal Development address issues such as bullying and appropriate and positive use of social media.</p> <p>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.</p>	Individual and small groups of students K-6.
Targeted/Individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support. Refer students to the learning support team <a href="#">{See appendix 5}</a>	Students K-6
Targeted/Individual intervention	<a href="#">Attendance Support</a>	LST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, exec team HSLO
Targeted/Individual intervention	Classroom and Playground Support	The Principal and the Learning Support Team allocate School Learning Support Officer/s to support the positive engagement of students in the classroom and playgrounds. Targeted support may be provided to students in the classroom to address areas of academic and social need and in the playground to support positive play. This caseload is managed by the Learning Support Team and parent consultation and permission will always be sought before students are supported in this way.	Individual and small groups of students K-6
Targeted/Individual intervention	Integration Funding Support	Individual Funding Support is provided by the department so that students will be supported in their mainstream classroom. If your child	Individual students and their families

Care Continuum	Strategy or Program	Details	Audience
		qualifies for IFS the school plan additional resources to provide adjustments to personalise learning and support for your child. This may include an extra teacher and/or school learning support officer if this is the most appropriate resource to help your child.	
<b>Targeted/Individual intervention</b>	School Case Management - Individual Behaviour Management Plan	Strategies for students with highly complex and challenging behaviours require individual assessment, implementation, monitoring and review. We build the capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students, in collaboration with parents and other department staff. Our system supports students to maintain positive behaviour and make progress towards the goals in their individual behaviour plan.	Individual students and their families

## 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. [See Appendix 1](#).

Yenda 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.

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement and flow charts [{appendix 1}](#) or [{appendix 5}](#) in deciding whether a classroom or playground 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.

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• re-teach</li> <li>• seat change</li> <li>• stay in at break to discuss/complete work</li> <li>• conference</li> <li>• reflection and restorative practices</li> <li>• communication with parent/carer</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• re-teach</li> <li>• play or playground re-direction</li> <li>• play in another space</li> <li>• walk with teacher,, community service</li> <li>• reflection and restorative practices</li> <li>• communication with parent/carer</li> </ul>

### Responses to serious behaviours 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.

Responses for serious behaviours of concern, including students who bully or are victims of bullying [{see appendix 6}](#) or racism [{see appendix 7}](#), are recorded on the school SENTRAL wellbeing 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.

- 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.

### 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](#).

### Detention, reflection and restorative practices

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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p><b>Teacher directed Time-Out in the classroom</b>                      Time out in the classroom is part of an individual plan for the student. The student is directed to go to an agreed space within the classroom or breakout space to minimise escalation of minor inappropriate behaviour.</p> <p>After time-out restorative conversations between the teacher and student support the student to learn appropriate behaviours. The teacher may provide explicit instruction of replacement behaviours and introduce measures to check progress and give personalised feedback to the student as they develop replacement behaviours.</p> <p>The teacher will communicate with the parent when there are multiple time-outs in a short period of time.</p> <p><i>NB students may be asked to complete unfinished learning tasks in the classroom. This is not considered time-out.</i></p>	<p>When students have been given sufficient opportunity but are unwilling or unable to meet the expectations for behaviour outlined in the Classroom Behaviour Management Plan. This is usually for a short period of approximately 10-20 minutes.</p> <p>Students will have time to eat and go to the toilet during their break time.</p>	<p>Classroom Teacher</p>	<p>Individual student plan</p> <p>Teacher day-book or discipline folder</p> <p>An entry in Sentral</p>
<p><b>Self-Directed Time Out</b></p> <p>A student goes to a pre-arranged area of the classroom to self-regulate. This is part of a planned strategy and is identified in the student’s individual planning and communicated to parents.</p>	<p>This is meant to be used for a short period of time to allow the student to self-regulate then quickly re-join the class.</p>	<p>Classroom Teacher</p>	<p>Individual student plan</p>



Strategy	When and how long?	Who coordinates?	How are these recorded?
<p><b>Reflection Room - referral to Assistant Principal for behaviour of concern in the playground</b></p> <p>Restorative conversations between the Assistant Principal and the student, support the student to learn appropriate behaviours.</p> <p>The Assistant Principal/Principal may introduce measures to check progress and communicate regularly with the student and the classroom teacher as the student develops appropriate playground behaviours.</p> <p>Communication with parents will usually be made within 2 school days of the referral.</p>	<p>When playground behaviour is of concern a student will be referred to the Assistant Principal/Principal.</p> <p>This will usually take place at first half lunch for approximately 20 minutes.</p> <p>Students will have time to go to the toilet before return to class/playground.</p>	<p>Assistant Principal/Principal</p>	<p>Documented on Sentral</p>
<p><b>Time out of classroom or playground in another room or space</b></p> <p>This Time Out is a planned behaviour intervention used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. Parents and students will usually have been consulted before this strategy is used. The strategy is a short-term intervention and will be reviewed regularly to ensure the student is successfully participating in the classroom and playground.</p>	<p>This strategy will be used for shortest possible time and the student will return to their classroom or the playground when they are able to join in appropriately.</p>	<p>Teacher Assistant Principal Principal</p>	<p>Documented on Sentral</p>

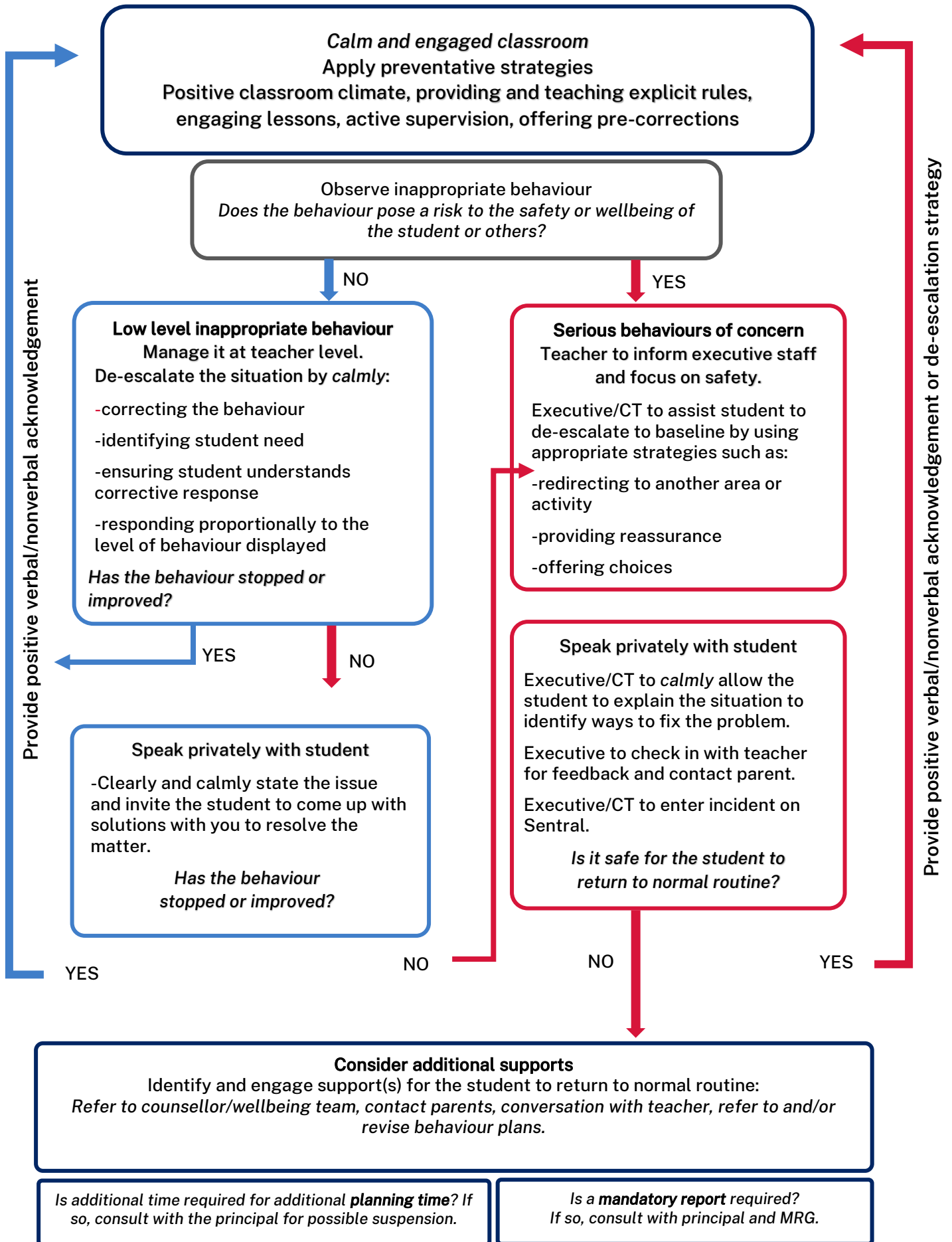
## Review date

First published: October 2024

Last review date: December 2024

Next review date: July 2025

**Appendix 1: Behaviour management flowchart**



## Appendix 2: Playground Rules

	<b>Respectful</b>	<b>Responsible</b>	<b>Resilient</b>
<b>All Areas</b>	Be friendly Follow Instructions Care for property Be polite Use manners	Act safely Hands and feet to self Wear school uniform Stay in bounds Right place, right time Report problems as they happen Be honest Look after your belongings	Be a friend Aim high Share space Accept change and advice Seek help Help others feel special Solve problems peacefully Show initiative
<b>Pathways</b>	Move quietly Respect other learners	Walk on pathways Wait quietly Keep to the left	Report problems Be patient
<b>Toilets/bubblers</b>	Allow privacy Use quietly	Use appropriately Wash hands Leave promptly	Wait your turn
<b>Before School</b>	Greet people in a friendly way	Be on time Wait for teacher to arrive before playing	Accept the challenge of a new day
<b>Playground/Oval</b>	Play by the rules Cooperate Share the space Care for the environment	Wear school hat Play safely Walk on the concrete Play suitable games Put rubbish in appropriate bin	Use kind words and actions Be inclusive Actively participate Share equipment Be a team player
<b>Playground/equipment</b>	Be aware of others	Use safely and correctly	Wait your turn
<b>After School/ bus lines</b>	Be aware of others including parents and younger children	Walk promptly to your pick up area Wait quietly Use pathways	Wait patiently
<b>Hall</b>	Listen attentively Participate sensibly	Pay attention to speaker Sit still and quietly	Give and accept praise Be proud
<b>Canteen</b>	Wait in correct line Buy only for yourself or brothers/sisters	Use manners Wait quietly Have your money ready Know what you want to order	Be patient Wait your turn
<b>Sand Pit</b>	Be aware of others	Keep area tidy Use safely and correctly Pack up promptly	Share equipment Be inclusive

## Appendix 3: Values and Expectations for Student Learning at Yenda Public School



### Our Commitment to Values in Learning

At Yenda Public School, we believe that values are fundamental to creating a positive learning environment where all students can thrive. These values are the foundation for how we learn, interact, and contribute to our community. By embedding values into every aspect of education, we aim to prepare our students not only for academic success but also for meaningful participation in society.

We work in partnership with families and the Yenda community to foster values that guide our students' attitudes and behaviours. These values shape how students approach learning, solve problems, and build relationships.

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### Core Values at Yenda Public School

Our values represent the expectations we hold for all students in their learning journey. They are woven into daily activities, classroom interactions, and school culture:

- **Integrity:** Acting honestly and responsibly in all learning activities and interactions.
- **Excellence:** Striving for personal bests in academic and extracurricular pursuits.
- **Respect:** Valuing oneself, others, and the diverse ideas and perspectives in our school community.
- **Responsibility:** Taking ownership of learning, behaviour, and contributions to the school environment.
- **Cooperation:** Working collaboratively with peers and teachers to achieve shared goals.
- **Participation:** Actively engaging in lessons, school activities, and community events.
- **Care:** Showing empathy, kindness, and support towards classmates and others.
- **Fairness:** Treating everyone with equity and opposing any form of prejudice or injustice.
- **Democracy:** Respecting others' rights and responsibilities while contributing to a positive and inclusive school community.

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### Expectations for Student Learning

**In the Classroom:** At Yenda Public School, we expect students to:

- Engage actively in their learning by listening, questioning, and contributing to discussions.
- Demonstrate resilience and persistence when faced with challenges.
- Work collaboratively with peers, respecting diverse viewpoints and learning styles.
- Show accountability for their learning by completing tasks to the best of their ability and seeking help when needed.
- Uphold the core values of being respectful, responsible and resilient in all interactions.

Teachers support students by modelling these values and integrating them into lesson plans, ensuring learning is meaningful and connected to real-world contexts.

**In the School Community:** Students are expected to:

- Exhibit respectful behaviour in all areas of school life, including during play, events, and interactions with staff and peers.
- Act as role models by demonstrating care, cooperation, and fairness.
- Take pride in their school and participate in its improvement, whether through leadership roles, environmental projects, or community initiatives.

These behaviours help foster a school culture where learning is valued, and everyone feels safe, supported, and included.

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### **Learning Outcomes for Students**

Yenda Public School emphasises values-driven learning outcomes, ensuring that students develop:

- **Knowledge:** A strong foundation across key learning areas.
  - **Skills:** Competencies in communication, problem-solving, and collaboration.
  - **Confidence:** The ability to approach new challenges with a growth mindset.
  - **Social Awareness:** Empathy and respect for others, contributing to positive relationships.
  - **Citizenship:** A sense of responsibility to contribute positively to the school, local community, and wider society.
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### **A Vision for Student Success**

By embedding values into student learning, Yenda Public School aims to create lifelong learners who:

- Pursue excellence in all they do.
- Demonstrate respect and care for themselves and others.
- Take responsibility for their actions and learning.
- Actively contribute to their community and the world.

Our values and expectations shape students into confident, capable individuals ready to succeed academically and socially, contributing to a caring, fair, and inclusive society. Together, we create a school environment where learning is purposeful, relationships are strong, and every student has the opportunity to achieve their full potential.

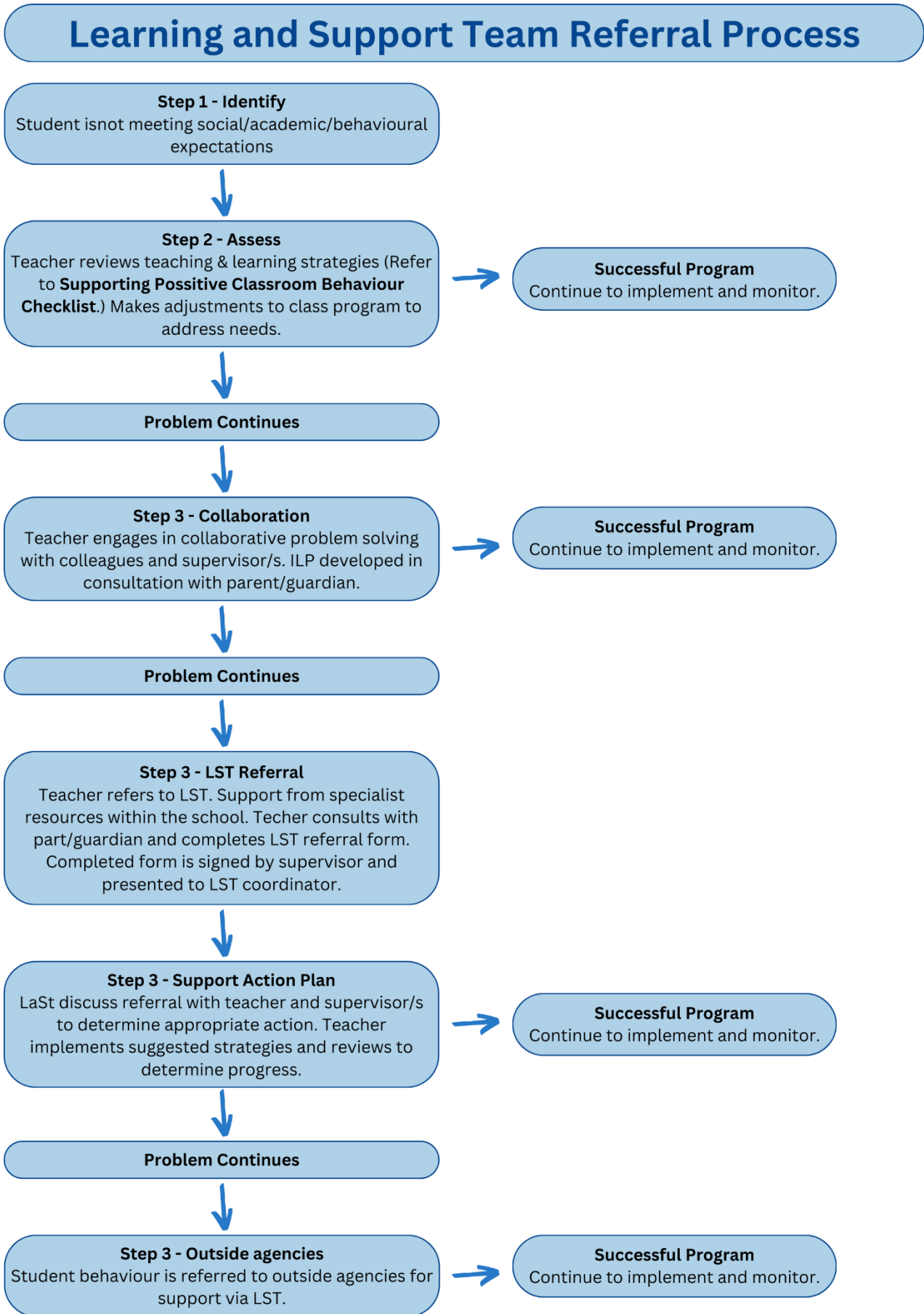
### Appendix 4: Supporting Positive Classroom Behaviour Checklist

Questions to ask if behaviour is persistent and ongoing and the student has not responded to your classroom behaviour support and management plan.

#### Ask yourself – Have I?

1	Invested time in getting to know my students, including their interests, strengths, and aspirations?	
2	Developed and clearly communicated a classroom behaviour support and management plan to my students?	
3	Looked for opportunities to engage positively with my students and used humour, stories, or check-ins?	
4	Made an effort to build relationships with students outside the classroom, like during sport or co-curriculars?	
5	Encouraged student voice by asking for feedback and acting on their suggestions where appropriate?	
6	Reflected on my own emotions and behaviours when interacting with students to avoid negative responses?	
7	Explicitly taught classroom rules and routines in a clear and engaging way at the start of the year?	
8	Ensured rules and consequences are consistent and predictable so students know what to expect?	
9	Scaffold lessons by clearly communicating content, goals, and expectations to set students up for success?	
10	Supported smooth transitions between lesson activities with clear signals, warnings, and reminders?	
11	Provided explicit task directions and checked for understanding before students began their work?	
12	Moved around the classroom regularly to monitor student engagement and address off-task behaviours?	
13	Acknowledged appropriate behaviours and celebrated students' efforts with positive reinforcement?	
14	Provided differentiated assistance or alternate activities to re-engage disengaged or struggling students?	
15	Responded calmly to disruptive behaviour and worked to identify the root cause of student disengagement?	
16	Given corrective feedback fairly and proportionately, ensuring students understand the reasons for it?	
17	Followed a clear escalation path for persistent misbehaviour and shared it with my class?	
18	Reflected regularly on my classroom management strategies and adjusted them to better support student learning?	

**Appendix 5: Learning Support Team Referral Process**



## Appendix 6: Bullying Response Flowchart

The following flowchart explains the actions Yenda 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.





Appendix 7: Racism Response Flowchart

# Racism Response Flowchart

