

NSW Department of Education

School Behaviour Support and Management Plan

Overview

Dubbo Public School is committed to promoting quality education in a caring and supportive environment where every child is encouraged to succeed to the best of their ability. Dubbo Public is a welcoming and friendly school, where positive relationships exist between families, students and teachers, based on mutual respect, open communication and shared responsibility. Our innovative socialisation program helps the children develop social skills, responsibility and leadership through the buddy system, Peer Support and the Student Representative Council.

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.

Dubbo 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

Dubbo Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them from Me surveys, school surveys, parent/teacher conferences, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Dubbo 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

Safe	Respectful	Learner
Maintain personal boundaries	Speak politely	Be prepared for learning
Be in the right place at the right time	Take care of others	Actively listen
Use equipment safely	Take care of our school environment	Follow instructions
Move safely	Wear school uniform	Ask for help
		Do your personal best

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	The PBL handbook provides guidelines for staff, lessons and resources to support positive behaviour for learning. Through the framework of Positive Behaviour for Learning we explicitly teach positive behaviours and set clear expectations to all our students, staff and school community.	All
	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Students K-6
	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
	Inter-Cultural Understanding	It is imperative for us as educators to address these issues proactively within our school community. To achieve this, we have developed five lessons centred around themes such as racism, empathy, and kindness. These lessons are designed to facilitate open and constructive discussions among	Students K-6

Care Continuum	Strategy or Program	Details	Audience
		students, fostering an environment of inclusivity and understanding.	
	Brain Breaks	Depending on student age and teacher discretion, class or individual brain breaks are offered to support learning, behaviour and focus	Students and teachers K-6
Prevention/Early Intervention	Social Emotional Programs	Teachers use social emotional programs such as Wellbeing Journals, Zones of Regulation, transition programs, or Growth Mindset	All, or individual students
Early intervention	PBL data-driven focus	The PBL team analyses fortnightly data to assess trends and implement targeted strategies.	All
	Response to increasing challenging behaviour	Teachers discuss with supervisors and colleagues. Teachers review student files, relevant contextual information, support plans and reward systems. In the instance of a major playground incident, students are referred to Reflection Room.	Individual students, CRT, AP, supervisors, possibly LST
	Fun with Friends/Seasons for Growth	Fun with Friends - One term per year, selected students in infants attend a social group with a social-emotional focus. Seasons for Growth - One term per year, selected students in 3-6 attend a social group with a social-emotional focus.	Individual students K-6
Targeted intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
	Attendance Support	Attendance below pre-determined staggered per cent markers are tracked and actions are taken by deputy principal and attendance team. This is reported back to Learning and Support Team at wellbeing meeting. An example of one action is to convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance team, deputy principal
Individual intervention	Individual behaviour	This may include developing, implementing, monitoring and reviewing: behaviour	Individual students, parents, LAST,

Care Continuum	Strategy or Program	Details	Audience
	support planning	support, behaviour response and risk management plans.	executive staff, specialist staff
	External Agencies and Team Around a School	When appropriate, external agencies such as AECG, Headspace, DHub, Youth Off the Streets etc are contacted to provide community support.	Individual students, agencies and community as appropriate

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

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.

Dubbo 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 Sentral. Examples include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • PBL processes, including active supervision, restoring relationships with students etc • Review classroom procedures • check-ins • 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 • brain breaks 	<ul style="list-style-type: none"> • PBL processes, including active supervision, restoring relationships with students etc • check-ins • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection and restorative practices • communication with parent/carer • brain breaks

Dubbo Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL informs staff on evidence-based strategies used daily by teachers to teach self-regulation, increase focus and strengthen peer interactions.

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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/Classroom teacher 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. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent (feathers) moderate and intermittent (fortnightly awards) significant and infrequent (principal's awards, good news letters) Intermittent and infrequent reinforcers are recorded on Sentral.	3. 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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives if needed to determine next steps. Executive to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (PBL and wellbeing journal) weekly.	4. Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO).	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through emails or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at approximately fortnightly school	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	School executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies.

assemblies, depending on school events.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

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>Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)</p>	<p>Same or next day at lunch</p>	<p>All staff, as appropriate</p>	<p>Documented in Sentral</p>
<p>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 – individual or group</p>	<p>Next break</p>	<p>All staff, as appropriate</p>	<p>Documented in Sentral</p>
<p>Restorative practice – peer mediation or circles in groups</p>	<p>Scheduled for either lunch or recess break</p>	<p>All staff, as appropriate</p>	<p>Documented in Sentral</p>

Review dates

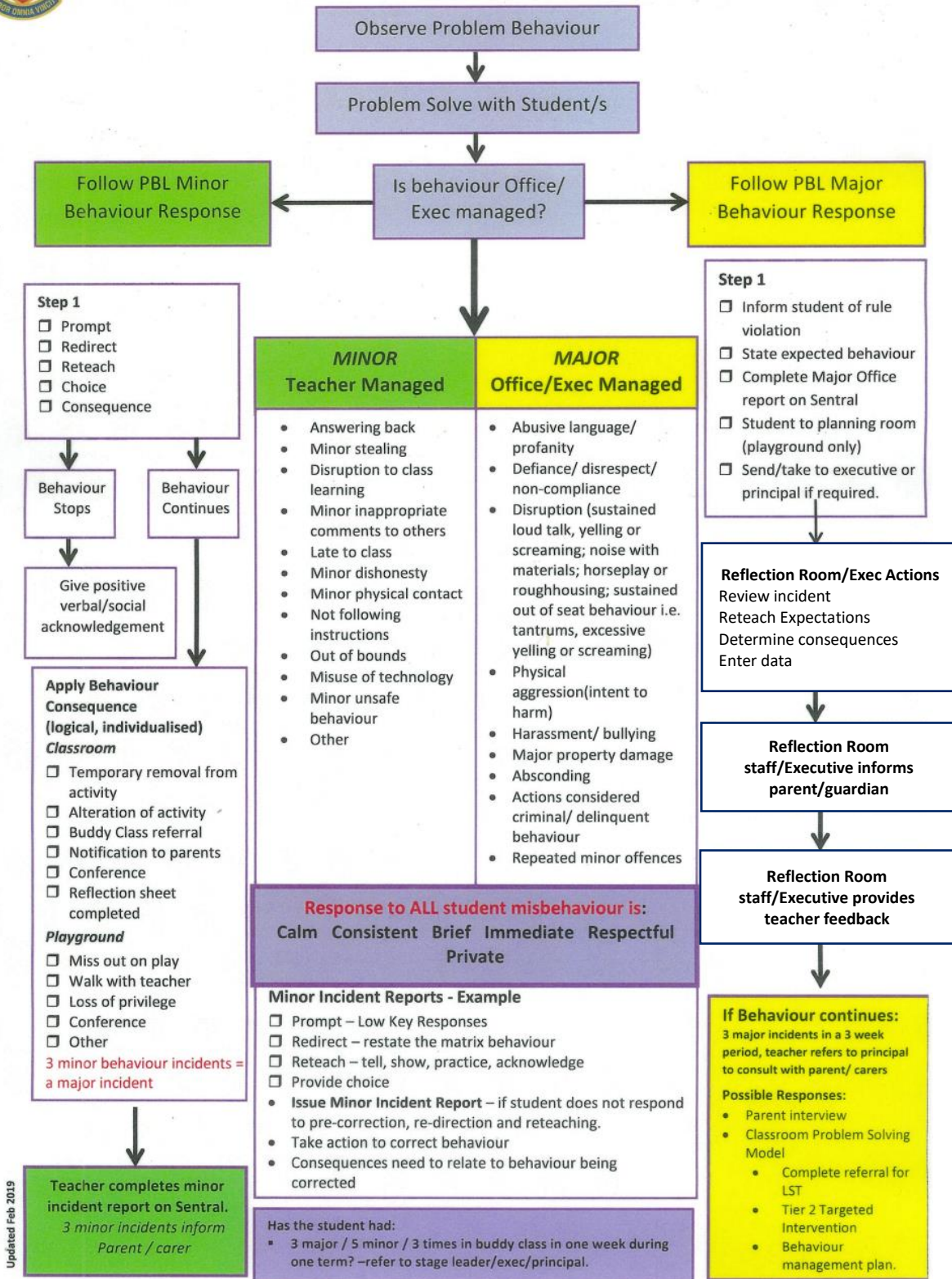
Last review date: [31.01.2025: Day 1, Term 1, 2025]

Next review date: [27.01.2026: Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart



Dubbo Public School Classroom & Playground Behaviour Management Flowchart



Appendix 2: Bullying Response Flowchart



Appendix 3: Dubbo Public School Detention and Time-Out Processes



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Dubbo Public School Detention and Time-Out Processes

Lunch Detention and Reflection

Phase	Teacher and student action	Recommended time
Identify incident	Student discusses their part in the incident Teacher prompts, listens and responds as needed	5 mins
Expectation reminder	Teacher describes expectations and discusses consequences of these not being followed	5 mins
Strategies	Strategies are devised by student and teacher	5 mins
Consequences	Apology letter, in-person apology or equivalent reconciliation is enacted. Time out for de-escalation may also occur.	5 mins, or longer if further de-escalation is needed
Parent Communication	Phone call or reflection room letter sent home as appropriate.	
Following school day	Returned notes or Reflection teacher check-ins may occur	