



Overview

Estella Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning (PBL) and The [SBSMP](#) Project both are evidence-based frameworks that bring together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The frameworks assist Estella Public School to improve social, emotional, behavioural and academic outcomes for all students whilst also supporting staff to do so.

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

- [Resilience Project –](#)
- [Positive Behaviour for Learning –](#)

These programs outlined above support social and emotional learning, fostering social and emotional skill development, positive relationships, and proactive bullying prevention. Estella Public School stands firmly against all forms of bullying, including cyberbullying, by maintaining a strong commitment to a safe, inclusive, and respectful learning environment that promotes student wellbeing. Staff are committed to implementing evidence-based strategies to create a positive school climate. The school community plays an active role in cultivating a welcoming culture that values diversity and promotes positive relationships. A fundamental aspect of this supportive environment is fostering respectful relationships and reinforcing a zero-tolerance stance on bullying, both online and offline. School staff take a proactive approach in responding to bullying behaviour.

Partnership with parents and carers

Estella Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies ([Anti-Bullying Response flow chart](#)), by:

- inviting parent/carer and student feedback through individual parent and carer meetings and additional communication such as face to face, phone and email consults. Tell Them From Me surveys, school surveys and consulting with the P & C
- using concerns raised through any formal complaints procedures to review school systems, data and practices.

Estella Public School will communicate these expectations to parents/carers through email, EPS Facebook page 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

Estella Public School has [school- wide expectations and expected behaviours](#). This was developed in consultation with staff, students and community members.

Estella Public School Values are *Reflect, Connect, Respect*

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/policyhttps://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01library/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 pro social behavioural expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour and responding appropriately
- 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.

School Behaviour Support and Management Plan

Care Continuum	Strategy or Program	Details	Audience
Prevention Creating a safe and respectful learning environment	The Resilience Project	The Resilience Project delivers emotionally engaging programs and provides evidence-based, practical wellbeing strategies to build resilience.	ALL
	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	
	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	
Early intervention Providing early intervention and targeted support for students at risk of developing negative behaviours	PBL Tier 1 Universal Prevention: School-wide and classroom systems for all students, staff and settings	School wide expectations taught regularly (Respect, Connect and Reflect) School expectations matrix used as consistent language and each skill explicitly taught. Teach behaviour skills (specific lesson content, define skill, teach skill, practice and monitor skill, reteach, when necessary, develop scope and sequence which is responsive to data and provide ongoing re-teaching and monitoring) Encourage expected behaviour through contingent and non-contingent adult attention, effective positive feedback and a continuum of reinforcement (all staff every day, delivered semi-regularly and per term/semester/year) Effective teaching and learning practices; environmental management, behavioural management and instructional management Data use and monitoring Responding to problem behaviour	
	Australian esafety Commissioner Toolkit for Schools 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.

Targeted intervention

Providing early intervention and targeted support for students at risk of developing negative behaviours

Individual Learning Plan (ILP)
 Individual Education Plan (IEP)
 Individual Behaviour Support Plan (IBSP)
 Learning and Support Team
 Intereach ROAR
 Counselling with School Counsellor

ILP: developed in consultation with Classroom Teacher, Learning and Support Team and Parents/Carers. Individual learning goals are reviewed every 5 weeks and student growth, and achievement is tracked through the Learning and Support Team
 IEP: developed to support the students receiving Integration Funding Support. Areas for development are identified
 IBSP: Learning and Support Team: This team collects information and gives recommendations for the teachers of students who need adjustments to access the curriculum and meet their educational goals.
 Intereach ROAR: Programs provide early intervention to achieve; improved emotional health and wellbeing and improve capacity to manage difficult aspects of their lives. Parents and Carers are helped to support their children and communities are provided with a better understanding of mental health issues.
 School Counsellor: School counselling staff support students by providing a psychological counselling, assessment and intervention service. They play a key role in meeting the specific needs of children with disability and additional learning and support needs.

Individual intervention

supporting students with complex and challenging behaviour needs through intense, individual interventions.

Check in Check Out Program
 Social Skills Program
 Support with SLSO
 Part Day Exemption (PDE)

Check in Check out and Social Skills Program Support with Executive and SLSO members.
 SLSO support: students receiving IFS and students identified through the collection of The Nationally Consistent Collection of Data on School Students with Disability (NCCD) are provided with the necessary level of educational support in the disability domains.
 PDE: In consultation with Parents and Carers, the Learning and Support Team seek support from School Services to allow identified students to attend school for part of the day in accordance with Behaviour Support Plans and Health Care Plans.

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.

Estella Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying.

- 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.

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.

<i>Teacher Response</i>	<i>Words/Actions an adult can use</i>
<i>Prompt</i>	<ul style="list-style-type: none">• <i>Low key response – signal or nonverbal cue, proximity. Ignore/attend/ praise.</i>
<i>Redirect</i>	<ul style="list-style-type: none">• <i>Restate the expected behaviour from the matrix</i>

Reteach	<ul style="list-style-type: none"> • <i>State and demonstrate the matrix behaviour</i> • <i>Have student demonstrate and practise</i> • <i>Provide immediate positive feedback</i>
Provide Choice <i>(re-engage or have a consequence applied)</i>	<ul style="list-style-type: none"> • The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence) • <i>Pause after providing the choice and when the student chooses wisely, provide positive feedback.</i>
Apply logical consequence	<ul style="list-style-type: none"> • consequence is applied if preferred behaviour not demonstrated
Conference	<ul style="list-style-type: none"> • <i>Lengthier reteaching or problem solving conference. Problem behaviour is discussed, reasons explored and agreed plan made to stop behaviour from reoccurring</i> • <i>Can include reteaching</i>

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 ITD system. These include:

Classroom	Non-classroom setting
-----------	-----------------------

<ul style="list-style-type: none"> • state expected behaviours / reminder • re-direct • offer choice • error correction • prompts • reteach • seat change / movement break • buddy class positive move • stay in at break to discuss/ complete work • conference • reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • state expected behaviours / 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.
--	---

At Estella Public School the use of **Turbo Tickets** are an acknowledgment to support pro social behaviour. ALL students have access to these tickets. Ticket draws are done frequently to encourage positive behaviour.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- support staff 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	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	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/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. 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 moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	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 to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system 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 (PAX GBG and Positive Living Skills) weekly.	4. Teacher records on Behaviour / wellbeing ITD system 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) or anti-bullying co-ordinator.	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 the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	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.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD 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
- detention, reflection and restorative practices (listed below)
- liaise with Wellbeing Team and LST for additional support or advice

- communication and collaboration with parents/carers (phone, email, parent portal, meeting) formal caution to suspend, suspension or expulsion where required

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Reflection and restorative practices

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>Food, Drink and toilet breaks are allowed. Students will eat their food as normal with class then attend reflection room. The time is dependent on the students age and developmental level of the student.</p>	Same day or at lunch	Assistant Principal	Documented in School Bytes.
<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 (detention)</p>	Same break as required	Assistant Principal or staff member	Documented in School Bytes.
<p>Teacher-directed time out is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. Its aim is to prevent an escalation of behaviour and support teaching of appropriate behaviour skills.</p>			

Review dates

Last review date: 3.2.25 - Term 1, 2025

Next review date: 10.4.25 – Term 1, 2025

Appendix 1: School Wide Expected Behaviours Matrix







School Wide Expected Behaviours Matrix



	Respect	Reflect	Connect
<i>ALL Settings</i>	Speak politely Follow instructions Care for others Hands and feet to self	Persevere Have a growth mindset Care for our school	Have a go Strive for goals Be a cooperative learner
<i>Classrooms</i>	Value self and others	Persevere with learning Attempt all tasks Participate in all learning	Act on feedback Make connections
<i>Library</i>	Use spaces appropriately Move quietly Allow others to learn	Persevere Ask for help Stay on task	Borrow Value time
<i>Back Courts</i> <i>Play equipment</i> <i>Back oval</i>	Follow agreed rules Care for environment Be safe	Sportsmanship In bounds	Encourage others Cooperate
<i>Quad</i>	Move safely Handballs allowed	Take turns	Right place, right time
<i>Hall</i>	Enter quietly Active listening	Manage distractions	Congratulate others Show pride
<i>Canteen</i>	Wait your turn Be polite Rubbish in bin	Be patient	Be organised
<i>Transitions</i>	Line up in two lines Walk in two lines Walk quietly	Wait patiently Line up with class	Be on time
<i>Office</i>	Be polite Ask a staff member first	Be patient	Mindful of others
<i>Toilets</i>	Respect privacy Leave food and drink outside	Use toilets during breaks	Return to class promptly Use and leave

EPS Behaviour Response Flowchart

Behaviour Level	Staff Approaches	Adjustments	Managed by
<p><i>Students displaying expected behaviours</i></p> 	<ul style="list-style-type: none"> Verbal acknowledgment (use matrix language) Non-verbal acknowledgement e.g. high five, thumbs up Extrinsic Acknowledgements – Turbo Ticket (raffle ticket) -Accessible to ALL students 	<p>Prevention strategies and key components of effective classroom management; classroom organisation, differentiated teaching and learning, behaviour expectations, explicit teaching of social skills, reinforcement, active engagement, active supervision, consistent and fair consequences</p>	<p>Classroom teacher managed and support staff</p>
<p>MINOR BEHAVIOURS</p> 	<p><i>Supportive</i> <i>An empathetic, non-judgemental approach</i></p> <p>Staff response: RESPOND TO MINOR BEHAVIOURS</p> <ul style="list-style-type: none"> Proximity Signal or non-verbal cue Ignore/attend/positive feedback Prompt – Low key response, signal, ignore, attend Redirect – Restate the expected behaviours Reteach- State and demonstrate the behaviour Student can demonstrate and practise Provide choice - <i>Re-engage or have a consequence applied. The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence)</i> Pause after providing the choice and if the student chooses positively, provide positive feedback or correction. 	<ul style="list-style-type: none"> Visual timetable Social stories Emotional regulation programs – Resilience program / PBL weekly lessons and daily focus Coaching <ul style="list-style-type: none"> <i>Lengthier reteaching or problem-solving conference. Problem behaviour is discussed, reasons explored and agreed plan made to stop behaviour from reoccurring</i> 	<p>Teacher managed behaviours</p> <p>Enter into School Bytes if required – not necessary or if behaviours are beginning to escalate into persistent minors (see below).</p>
<p>PERSISTENT MINOR BEHAVIOURS</p> 	<p><i>Directive</i> <i>Providing clear direction or instruction</i></p> <p>Staff response: FOLLOW AS ABOVE Response – how?</p> <ul style="list-style-type: none"> Calm response Timely response Specific and brief Give take up time Provide physical space Provide opportunities for sensory input/output Refocus class if needed Record Incident 	<ul style="list-style-type: none"> As above Additional classroom adjustments -seating plan, differentiated tasks, breaks, 	<p>Teacher managed Persistent behaviours enter in School Bytes.</p> <p>Executive to support if required this will escalate to Major behaviour</p> <p>Teacher to make contact home – Phone call preferred, then email if no answer.</p> <p>Executive to complete if teacher requires support for this</p>
<p>MAJOR BEHAVIOURS <i>Behaviour that presents an imminent or immediate risk to self or others or continued minors</i></p> 	<p><i>Safety Instructions</i> <i>Non-restrictive and restrictive strategies to maximise safety and minimise harm</i></p> <p>Staff response:</p> <ul style="list-style-type: none"> Refer to executive – Call if required for student support or removal Student to miss lunch play and attend reflection Reflection record – Exec to contact home Record Incident 	<ul style="list-style-type: none"> Implementation Individual Behaviour Plan, Risk Management Plan etc if necessary Possible referral to Learning and Support Team 	<p>Executive managed Executive enter in School Bytes and to make contact home</p>
<p>Suspension policy</p>	<ul style="list-style-type: none"> Executive/ Principal determined. See link for policy information below. https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06#policy_heading_228019236 	<ul style="list-style-type: none"> Call home to notify parents of suspension and a re-entry meeting organised Student to be collected from school Home learning to be organised prior to pick up or ready for next day (dependent on time restraints) Teacher and staff notified of suspension via email, School Bytes or conversation 	<p>Re-entry meeting to occur with Executive and CT where applicable</p>

Appendix 3 – Flowchart

The following flowchart explains the actions Estella Public School will take when they receive a report about student bullying, including cyberbullying which may have occurred online or outside of the school setting.

